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ABSTRACT

This curriculum guide is based on the belief that a reading program should help students develop the skills needed to read with ease and satisfaction, learn to use reading as a tool for learning, and develop an appreciation of literature and a lifelong interest in reading. Chapters deal with study skills, reading in the content areas, literature, critical reading, and creative reading. Each chapter presents an overview of the skill area dealt with and suggests activities for helping students develop desired skills. The final two chapters describe strategies for providing for individual needs and suggest methods for assessing student reading performance and attitudes. Appendixes provide an index to curriculum materials, list word recognition and comprehension skills for five sequential levels, and offer suggestions for guiding silent reading, determining readability of reading materials, creating "activity boxes" for independent learning, planning a year-long "Use of Reading Program," and determining pupils' reading levels. A bibliography of materials that aid in teaching reading skills and literature appreciation is included. (GW)

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WILMINGTON
READING
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A Guide to Teaching Reading
4-6

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1976

ERRATA SHEET

Typographical errors which are obvious and do not detract from the meaning are not listed.

Errata noted below should be checked.

Study Skills

Page 1.31	Change alphabetically by first name to alphabetically by last name.
1.33	Skills needed to use an Alamanac (not Atlas)
1.46	... for the teacher to encourage (not student)
1.53	... assignments designed to (provide) practice.

Reading In The Content Area

Rearrange pages as follows:

2.3, 2.2, 2.2A, 2.1, and 2.4

2.21	Function words are coordinators or connectives.
2.28	1.a - Calling attention to words which signal....
2.29	Enumeratic Order --- Delete - There may be examples and examples to prove examples. Beginning such as ...
2.38	... major difficulties encountered during the war (not was)
2.64	Example ... what number must you have in the minuend. (Not know)
2.65	Mr. Benson ... used 72 gallons ... and (insert) drove 1080 miles.
2.75	SEIS should be SCIS.

Literature

3.13	The major distinction between (insert) Fiction and Non-Fiction ...
3.14	In the field of children's literature ... by naming should read ... by having.
3.16	Tall Tales: Delete period after recount and insert period after "tall". Eliminate "occur".
3.33	The reading of plays takes should be changed to - The reading of plays involves ...
3.39	Children who have difficulty ....figurative (insert) expressions ...

Creative Reading

5.1	Next to last line - Should be seeming (not seeing)
5.7	Open ended questions .... asked of children (not by children)

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C) Guided Silent Reading

D) Fry Readability

E) Guidelines for Creating Activity Boxes

F) Ways to Use Reading

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Bibliography

PREFACE

The Wilmington Reading Curriculum: A Guide To Teaching Reading (4-6) was written with the intention of providing continuity to our reading program in grades K-12.

Through the suggestions made we have tried to show that reading is an extended activity encompassing more than a basal plus workbook. Reading is thinking -- a necessary component of all learning. Therefore, it should be integrated throughout all areas of the curriculum.

We have tried to present suggestions that will help teachers to provide a reading program that broadens reading interests and promotes eagerness to read as well as ability to read.

It should be noted that this guide is not intended to be a step-by-step, "fool-proof" teacher's guide. Instead it provides specific direction for skill development and a variety of suggestions for moving on beyond the basal toward accomplishing the broader objectives of the reading program.

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INTRODUCTION

After two years of research and writing, The Wilmington Reading Curriculum: A Guide to Teaching Reading 4-6 was finalized during a summer workshop in 1976 by Miss Janice Madej and Miss Joyce Peterson, two members of a Curriculum Guide Committee which represented each school district and the Reading Department.

The Wilmington Reading Curriculum: A Guide to Teaching Reading 4-6 is an extension of the K-3 guide. It is meant to be used together with the K-3 guide. It is our belief that reading is an on-going process and that student needs, not age or grade level, should dictate the presentation of reading skills and activities.

Through these guides we have tried to present a reading program that develops the basic skills students need in order to read with ease and satisfaction, that helps students to use reading as a tool for learning, that fosters appreciation of literature, and that develops lifelong interests in reading for enjoyment.

For convenience of use, the contents of both guides are listed below. The K-3 guide is divided into the following sections:

1) Language Development
Paramount to a child's reading development is the ability to listen and express himself orally. Therefore, many more constructive opportunities for oral language and active child involvement must be provided. The silent sitting classroom as well as the chaotic open classroom must be re-examined in light of the experiences necessary for learning to read.

2) Vocabulary Development
A child needs to be helped to extend the meaning of known words as well as to acquire new words.

3) Motivation
Self concept, a purpose meaningful to the child, and success in learning are the keys to motivation.

4) Comprehension
Since reading is 95% thinking and only 5% visual, much more emphasis must be placed on teaching comprehension skills. "Discuss" and "share" are necessary aspects of teaching higher level comprehension skills.

5) Word Recognition
Phonics is placed in perspective and more emphasis is put on sight words and context clues. It is not necessary for children to master one skill before going on to the next. Neither should children be expected to drill on skills when they know how to read.

6) Criteria for Selecting Activities
A criteria for choosing purposeful activities has been written to enable teachers to select relevant from irrelevant activities. Samples of good and bad activities have been included.

7) Fluency
Major emphasis must be placed on silent reading from the beginning of grade 1. Oral reading is not an important goal of reading instruction.

8) Implementing the Curriculum
This is a demanding curriculum. Suggestions are made that will help the teacher provide the type of experiences and degree of child involvement required to facilitate learning to read. Included in this section are ways to (a) de-emphasize strict ability grouping, (b) use basals flexibly, (c) individualize reading, and (d) set up activity centers.

9) Assessment
Included are tests of learning modality and reading level, interest inventories, methods of pupil and teacher self-evaluation, as well as concepts necessary for making evaluation a daily, on-going process.

10) Comparison of Basals
All basic reading materials including basals need to be amended. Throughout this guide suggestions are made for improving reading programs in general. In this chapter suggestions are presented for improving the use of basals currently in the system.

The 4-6 guide is divided into the following sections:

1) Study Skills
To become independent learners, students need to be able to locate information from a variety of sources. They must also develop the work habits needed to select and understand important ideas in their lessons. Effective use of book parts, reference materials, note-taking, outlining, tips for test-taking, and developing a flexible reading rate are discussed in this section.

2) Reading in the Content Areas
If students are to become independent learners they need to be able to read a variety of materials in various subject areas. The basal reader provides little practice in reading textbooks and other expository materials. Specific strategies are needed for helping students read content area materials. Study guides and other techniques which help students recognize clues that unlock the author's meaning are presented. In addition specific suggestions are made for differentiating instruction for varying abilities.

3) Literature
Because of the value of literature for enjoyment and personal growth, exposing children to worthwhile stories and poems, helping them to read widely and enjoy reading should be major goals of any reading program. Specific suggestions are made for introducing children to various types of literature, for helping children to appreciate basic elements of literary style, and for providing conditions which foster enjoyment in reading.

4) Critical Reading
Mature readers are able to read and react thoughtfully to the ideas of others. To become mature readers, children need to develop a questioning attitude toward what is written, be able to evaluate information objectively, and recognize how language can be used to influence and persuade.

5) Creative Reading
Creative reading is the ultimate goal of all reading instruction. It is the ability to apply ideas and insights gained from reading to the reader's own life situation for the purpose of problem solving. A variety of specific activities for stimulating flexibility of thought and improving competency in creative reading are presented.

6) Providing For Individual Differences
The average classroom will contain superior readers, developmental readers, corrective readers, remedial readers and slow learners. Providing maximum opportunity to use reading requires the use of a variety of instructional techniques and organizational techniques and patterns. Included in this section are suggestions for flexible grouping practices, individualized reading, unit teaching, student specialty reports, and record keeping.

7) Assessment

Assessment is an on-going daily process. It is the basis for planning instructional activities. Presented are techniques for making and using informal inventories, using the cloze procedure for placing students in textbooks and supplementary materials, checklists for observing reading instruction, minimal reading proficiency, attitude and self-evaluation scales. Suggestions for assessing specific skill areas are found at the end of each of the sections. At the end of each section also pages for teacher comments are included. We hope you will facilitate the implementation of the ideas presented.

CHAPTER I

STUDY SKILLS

Study Skills are the skills needed to locate information from a variety of sources. If students are to become independent learners they need to develop skills in the following areas:

Effective Use of Books
Use of Specific References
Use of the Public Library
Work-Study Habits

Effective Use of Books

Most non-fiction and reference books contain similar book parts. Each of the different parts of the book has a definite purpose which is designed to aid the reader. Children who are aware of these aids and who are able to use them effectively are helped to:

(1) locate information quickly
(2) judge whether the book serves their purposes

The following chart indicates what readers might expect to learn from the various parts found in most books.

Information the Reader Might Expect to Find From Various Book Parts

Title Page	Title (sometimes a subtitle which may limit or narrow the topic) author's name, copyright, place of publication, publisher.
Dedication	Tribute to a person or cause.
Foreword	Summary of the book's contents, usually not written by the author.
Preface	Introductory remarks of the author, for whom the book is intended, the purpose for which the book was written, new or unique features of the book, how the book is organized, acknowledgement of those who contributed to the preparation of the book.
Table of Contents	Chapter titles and major topics discussed in each chapter, page number where each chapter is located, (length of chapters often give a hint as to the thoroughness of treatment) chapter, sections and subsection is frequently listed in outline form.
List of Illustrations, charts, maps and graphs	Title, item and page where found indicates graphic information contained in the book.
Glossary	Alphabetical listing of difficult or specialized terms contained in the text and their definitions.
Index	Major topics in alphabetical order, minor topics under each heading, key phrases, cross listings, charts, tables, drawings.
Appendix	List of supplementary material related to subject of the book, social studies book might include state and national capitals, population, major products, etc.
Bibliography	Listing sources used by the author to compile his work.

Helping children use various book parts is mostly a matter of (1) making them aware of information available to them, and (2) teaching the use of specific book parts.

Activities Which Build Awareness of Book Parts

1. Make a bulletin board which lists parts of the book and their uses.
2. Have children compile a class yearbook which contains various book parts.
3. Each time children use a new text, in any subject, provide them with a study guide such as the following one which is based on the text that they are actually using.
4. Using Your Text: [1]

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[1] Heilman, Principles and Practices of Teaching Reading, Page 376.

Instruction in the Use of Specific Book Parts

Some parts of books require specific skills if they are to be used effectively. These skills need to be taught.

Table of Contents

The Table of Contents gives the reader a quick general impression of the type of material contained in the book and how the book is organized. It also gives the page number which tells where each chapter or topic begins. Chapters or topics are arranged in the order in which they appear in the book.

The classroom teacher should help children to form the habit of looking at the Table of Contents of every book used. Examine a Table of Contents from a cookbook, dictionary, telephone directory, etc., and ask what helpful information is included in this book that people wouldn't know about unless they used the Table of Contents.

Use a Table of Contents and ask questions such as:

1. What chapter tells about baseball stars?
2. On what page does the index begin?
3. Which chapters would give you information about the duties and responsibilities needed to be a baseball coach?
4. Would you be likely to find information about Little League baseball in this book? Why or why not?

Suggested Activities For Using Table of Contents

(1) Pupils (either individually or as a group) invent ten or more chapter headings and invent questions about them.

(2) Pupils either select or are given tables of contents from magazines or books. They then invent questions or create two subtopics about each topic.

(3) Pupils make a list of chapter headings, each one involving two definite elements (animals and food, girls and careers, etc.). The class makes questions for these.

(4) Each pupil is given a file card and asked to write a question about each chapter of any given unit. After these are collected and redistributed, pupils see if they can answer each other's questions.

Index

An index is an important time saver for the reader. By using the index students can quickly (1) locate facts, and (2) collect information from several books on a particular topic.

An index is usually located in the back of the book and lists the topics related to that specific book. It is important for the child to know that:

(1) Topics are arranged alphabetically.

(2) Exact pages are given on which information may be found.

Skills needed to use an index are:

(1) alphabetical order
(2) finding key words to pick topics and subtopics
(3) cross-referencing

Alphabetical Order

Alphabetical order is a way of arranging words in order based on the order of the letters of the alphabet. It is fundamental to all research. It is the order of the card catalog, encyclopedia, dictionary, index.

To alphabetize one must:

(1) Know the 26 letters of the alphabet in order.
(2) Know whether a letter comes at the beginning middle, or end of the alphabet.
(3) Know what letter precedes a given letter and those that follow.
(4) Be able to arrange words in order according to the first letter.
(5) Know that words which begin with the same letter or letters need to be alphabetized by the first letter that is different.

When doing activities involving alphabetical order it is more helpful to the children to practice finding words that are already in alphabetical order than to have them put words in alphabetical order. The children should be drilled for speed in locating words in alphabetical order and shown the value of knowing how to do so. Alphabetization is to save time and needless activities in alphabetizing are not necessary.

Suggested Activities:

(1) Using various cookbooks, have several children plan a menu and let others locate the pages of the cookbook on which the recipes can be found.
(2) Using the telephone directory, have children locate the names and addresses of ten classmates' families.

The Key Word or Topic

The chief skill necessary in using an index is knowing the word to look up. Key words or topics are the entry words that are listed in the index to distinguish main ideas from subtopics. Subtopics give information about the main idea. Children will need assistance in distinguishing between the topic and the subtopics. They should understand that the subtopics explain or give additional information about the main topic.

The best way to teach this is to make study guides which ask questions and provide activities which are related to the actual index they are using.

Suggestions

In each example below underline the key word. Check your work by indicating the page(s) on which this topic can be found.

1. Circle the subtopics. Indicate the page(s) where subtopics are found.

   Qualifications of presidents

   Machines in everyday life

   Uses of weapons

2. Have children list topics they would like to explore and have them underline the key words or entry words. Then ask them to check by using an index.

3. Ask questions such as:

   If your topic is baseball heroes would you look under "baseball" or "heroes." Explain.

   If your topic is Siamese cats is it more profitable to look under the first word or the second?

   If your topic is animal homes and you do not find the information you want under animal or homes, what other key words or entry words could you use? Check your answers by using the index.

4. List the page(s) where the following information may be found:

   a. rubies
   b. the importance or rocks
   c. types of rocks
   d. under what other topics would you find information about geological time?

5. List all of the entry words or key words under which you might find information related to the topics below. Check your work by using your index.
    a. Colleges in the United States which offer courses in psychology
    b. Important crops of the New England states
    c. Major sources of electricity in Canada
    d. The relationship of coal and diamonds

Cross Referencing

A cross reference is a note telling the reader to go to another article in the same book.

see - means that the wrong entry has been chosen and that the reader should try the other one offered.

see also - indicates an entry that has additional information on the same topic.

Skimming and scanning are two important skills which will aid the student in cross referencing.

Skimming is a quick and efficient type of reading that helps the reader to get the general idea of the content. Reasons to skim a paragraph or page can come about by the use of questions such as the following:

1. If you wanted to learn about caring for a gerbil, would this article help?
2. Read this page and let me know if the title tells what it is about.

3. What would be a good title for this paragraph?
4. Will this article help in answering the fourth question?
5. After glancing through this magazine, tell me which articles you would like to read.

Scanning is a deliberately focused and searching type of reading which is used when there is a need to locate something. Materials used most for scanning are materials like an index, dictionary, timetable, menu, or list of scores. To promote scanning, questions that begin like the following should be used:

How much...?
In what year...?
Who did...?

If children are picking up more information than is needed then they are searching too slowly. This can be prevented by putting a time limit on the searching; for example, "I'll give you thirty seconds to find out how many people live in Massachusetts." This will foster more rapid scanning and get them out of the habit of reading everything at the same rate.

Since skimming and scanning call for more rapid rates of reading than usual, practice using the two should be combined. To promote this, a series of questions might be given to a group then examined to see what kind of reading is required. By doing this, children will see that flexibility in reading is essential.

Once the children have acquired the skills of alphabetical order, topics and subtopics, and cross-referencing, they should be able to use an index effectively.

Children should also be helped to appreciate the importance of an index.

a. Discuss:

   What if a cookbook did not have an index? How would people find recipes?

   Why don't stories have indices?

b. Select several topics from a text that are best found in an index. Divide the children into groups and ask both groups to find the pages where information related to stated topics may be found. Have one group use only the table of contents and the other group use the index. See which group finishes first. Then discuss the results. The use of real materials rather than worksheets will help facilitate learning and make it more meaningful.

Using Visual Aids

Visual aids are included in books to help students understand and interpret the written message. They reinforce concepts and ideas. They provide concrete referents for the abstract ideas presented in written materials.

If students are to learn from visual aids, they have to be taught how to read them. Specific instruction is needed to help students interpret visual aids and to correlate the written message of the printed page with the visual aid presented.

Visual aids found in reading materials are:

Maps
Charts and Diagrams
Tables and Graphs
Pictures and Cartoons

Maps

A map is a drawing or other representation of a region of the earth or the heavens. Almost anything that can be measured, counted, or located can be shown on a map. The following information can be read directly or inferred from maps.

Land and water forms - continents, oceans, bays, peninsulas, islands and straits.

Relief features - plains, mountains, rivers, deserts, plateaus, swamps and valleys.

Direction and distance - cardinal directions, distance in miles, relative distance, and scale.

Social data - population density, size of communities, location of major cities, relation of social data to other factors.

Political information - political divisions, boundaries, capitals, territorial possessions, types of government, political parties.

Scientific information - location of discoveries, ocean currents, location of mineral and ore contents, geological formations, air movements.

Human factors - cities, canals, railroads, highways, coaxial cables, telephone lines, bridges, dams.[1]

The following chart lists types of maps commonly found in reading materials and their uses.

Herber, (ed.) Perspectives in Reading; Summers, Edward, "Utilizing Visual Aids in Reading Materials for Effective Learning", p. 105.

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[1] Jarolimek, John, Social Studies in Elementary Education, New York, Macmillan Co., 1963, pp. 269-270.

Children need to be able to read maps for information and for interpretation. To read and interpret maps children should be given systematic guidance in making the following:

1. Map title: The title gives the name of the area depicted or the type of information shown.
2. Legend: The legend shows the symbols and colors used to represent map facts.
3. Direction: Children should know directions (north, south, east and west) and realize that direction can be inferred in some way on all maps. For instance, the top of the map is usually north.
4. Scale of Miles: The scale of a map indicates what a unit of distance on the map is equal to on the earth itself. The scale helps the reader to determine how far something is as well as how big something is.
5. Location: Grids are horizontal and vertical lines which section maps into smaller segments. Marginal letters and numbers are often used to label horizontal and vertical lines of the grid. A

grid system of parallels and meridians provides the means for locating places using coordinates of degrees of latitude and longitude.

6. Type of Map: Each type of map provides specific kinds of information about an area. The major types of maps are political, economic, population, land, election. and climate.

7. Note Relationships & Ask Questions: Interpretation involves using the data presented on maps to make inferences about life or conditions in the area depicted.

For instance, children should be helped or use the latitude of a country and it's location relative to land and water to make inferences concerning the countrie's, climate, products and industries. Children should be helped to note relationships, relate the map to the written text, ask questions and make inferences.

Activities To Help Teach Map Skills

1. Provide practice in using maps to locate cities, countries, rivers, railroads, etc.
2. Use specific maps and ask thought questions which emphasize significant relationships between man and his environment. (Why do you suppose so many people live in the mounts of Peru? What would you expect to be the major industries of Norway? Explain.)
3. Have children use a road map of Massachusetts. Give specific directions for driving from Wilmington to Nashua, New Hampshire and use the scale of miles to measure the distance.

4. Draw maps of the school and send children on treasure hunts.
5. Have children make maps of places they have been, trips they plan to make, cities they would like to visit, etc. Have them include compass directions and legend.
6. To help with the using of longitude and latitude, divide graph paper into quadrants and play the game Battleship using east and west longitude and north and south latitude as call numbers.
7. Draw a map of an imaginary school. Label directions. Ask questions such as the following:
    a. In which direction would you go to get from the Library to the Cafeteria? From the Cafeteria to your classroom?
    b. What classrooms are east of the principal's office?
    c. In which direction would the fourth graders walk to take the nearest exit to the playground?
8. Relate maps to stories that children are reading. Have them trace the route that the Ingalls family took in Little House on the Prairie.

Charts and Diagrams

Charts and diagrams are pictorial representations of ideas or concepts that help students to visualize ideas and to see relations between facts. The more common types of charts are:

Flow Chart:	Illustrates the flow of a process. It can be used to illustrate sequential steps in a process. (For example, the water cycle)
Tree Chart:	Shows the way in which numbers of things have been the result of a single event. (For example, Family Tree)

Stream Chart:	Shows how several small events or sources are brought together to form a large event or important product. (For example, the events leading to the American Revolution)
Organization Chart:	Shows the organizational plan of a club, government agency or school system. The chart often defines the jobs people perform and indicates who is responsible to whom. (Example, organizational structure of U. S. govermnent.)
Time Lines:	Helps student place events in proper relation to each other and understand cause and effect relations. (For example, on a time line show the events from Sputnik to walking on the moon.
Comparison Chart:	Items are placed in an order, often side by side, for comparison. (Example, relative size of prehistoric man to dinosaurs.)
Diagrams:	Are often used to illustrate steps in a process or to clarify complex scientific procedures. (For example, electrical circuits.)

Reading and Interpreting Charts and Diagrams

To be able to use charts and diagrams students should be given systematic instruction in noting the following:

1. The title of the chart - the title often summarizes the purpose of the chart.
2. Symbols and special devices - children should be taught to note areas that are shaded or in bold type. They should also note symbolic devices that are used to highlight or call attention to a particular part of the chart.
3. The type of chart presented - The type of chart often explains the major function of the chart. For instance, a comparison chart is used to show comparison, a tree chart will show how many items have been the result of a single event. The type of chart used gives clues as

to the type of relationship that is being shown.

4. The relationship between the chart and the verbal material of the test - The verbal message of the text should be used to check the accuracy of the interpretation of the chart and extend the meaning of the chart. Charts and diagrams by their nature can over simplify ideas and give wrong impressions unless the chart is related to the written message.

Activities

Excellent activities for reading and interpreting charts and graphs are provided in:

SCIS Science Program	Environments	Level 4
SCIS Science Program	Communities	Level 5
SCIS Science Program	Ecosystems	Level 6

Tables

Tables are means for conveying statistical information. Quite often information is presented in vertical columns and horizontal rows.

Reading and interpreting tables should provide children with systematic instruction in noting the following:

1. The Title - the title often states what the figures represent and when they were taken. It gives the purpose of the table.
2. What is the unit of measure?
3. What are the headings of the columns and rows?
   What is the relationship between the written message and the table?

4. Does the table note general trends or a sp event or fact? This is necessary to establish the significance of the results in reading the table.

Graphs

Graphs facilitate the comparison of quantitative data. The following are common types of graphs.

Line Graphs - A line graph is used to show the relationship between two variables. The line graph has two scales, a vertical scale and a horizontal scale. Each point on the graph represents two values - one on the horizontal scale and one on the vertical scale.

Bar Graphs - Bar graphs are useful for comparing the size of quantitative data.

Circle or Pie Graphs - Are used to compare parts of the whole. These graphs are constructed on a percentage of area basis.

Picture or Pictographs - In pictographs picture symbols are used to help the reader visualize the data and points to be made. Usually each symbol represents a specific quantity.

Reading and Interpreting Graphs

Children should be helped to note the following:

1. The title of the graph.
2. The type of graph used.
3. The headings of columns.
4. The key or legend.

5. The unit of measurement used.
6. The relationship of the graph to the verbal description in the text in order to determine the importance and significance of the data presented.
7. What symbols are used and how symbols are used - are the symbols used to illustrate the graph or do they represent a quantity?

Activities

1. Excellent activities for reading and interpreting tables and graphs are found in the Science Program as follows:

SCIS Level 4	Environments, Relative Position & Motion
SCIS Level 5	Communities, Energy Sources
SCIS Level 6	Models, Ecosystems

Pictures and Illustrations

Pictures and illustrations add interest and expand experiential background. They improve the understanding and aid recollection of the accompanying written content.

Reading and interpreting pictures - Telling children to look at the pictures is not enough. Instruction and direction in how to use pictures aids to understanding the written message. Children should be given systematic guidance in using a procedure such as the following:

1. Read the title. Does it tell the purpose of the picture?
2. Survey the picture in general. What objects are included? Is there an over-all message?

3. Look at the details of the picture. What specifics are shown?
4. Relate the picture to the written text and ask questions. What generalizations can be made?

Cartoons

Cartoons are interpretive pictures which use techniques such as satire, symbols, and exaggeration to present a point of view or message at a glance. At times cartoons are used merely as illustrations to add interest to the text.

To read and understand cartoons children will need systematic guidance in noting the following:

1. The title or caption which often states the purpose of the cartoon.
2. Noting the particular symbols used. Standard symbols such as the hammer and sickle for Russia, Elephant and Donkey for political parties, Uncle Sam for the USA, etc. Children need to understand what particular symbols represent.
3. Noting cartoon techniques used such as humor, caricature, stereotypes, appeal to emotion, satire, etc.
4. Relate cartoon to the written text and ask questions. What is the purpose of the cartoon? What message does the cartoon present? Is the cartoon biased? Does the cartoon show prejudice in some respect?

Use of Specific Reference

Reference materials are those materials which provide the student with knowledge above and beyond the basal reader. The expansion of knowledge makes it imperative for students to be able to get information independently. To do so, the student must know what the sources of information are and how to use them. The facility in using sources of information enables the student to read widely for specific purposes. Also, it broadens the background of knowledge which in turn provides him with essential information for deeper understanding and interpretation of any given subject matter.

The different reference materials are: dictionary, encyclopedia, newspaper, magazines, telephone directory, thesaurus, almanacs, atlases, maps, globes, tables and graphs. Instruction of reference materials is best accomplished by using the specific sources in conjunction with the teacher's guidance rather than by using worksheets.

Dictionaries

A dictionary is used primarily to find the meaning of a particular word, determine its pronunciation, or check its spelling.

The use of the dictionary helps children become independent in reading. This is especially important when children are reading a wide variety of materials in which the vocabulary is not controlled.

There are many types of dictionaries to which children should be introduced. They should be taught to read the introduction to each dictionary to find out how to use the dictionary needed.

Types of Dictionaries

A thesaurus is a kind of dictionary that lists synonyms. It is organized alphabetically or by subject. In the system the following are used:

1. New Roget's Thesaurus in Dictionary Form
2. In Other Words II - a Junior Thesaurus

A biographical dictionary gives short accounts of the lives of famous people. They are listed in alphabetical order. A dictionary of synonyms and antonyms tells you what words are similar in meaning (synonyms) and what words have opposite meanings (antonyms). Some of these books are arranged alphabetically; some are arranged according to ideas.

A geographical dictionary gives information about the continents, countries, cities, towns, lakes, rivers, and other interesting things in the world. It is arranged in alphabetical order.

A dictionary of foreign words and phrases explains the meaning of words and expressions in other languages.

A rhyming dictionary is a listing of words that have similar sounds.

Skills Needed To Use a Dictionary

Alphabetical Order

To use a dictionary effectively the student needs to know that:

1. Entry words are listed in alphabetical order according to the initial letter of the word; e.g., apple, lemon, etc.
2. When words begin with the same letter they are entered according to the second letter, third, letter, or first

letters of the words that differ; e.g., ham, harmony, and harpoon.

Facility In Rapid Use of the Dictionary

1. The student should learn to open the dictionary as near as possible to the word studied: will "balance" be found at the front, middle, or back of the dictionary?
2. The student should use guide words at the top of the page to tell at a glance if the page contains the word sought: will I find the word "counters" on page 56? Page 56 guide words are corner ... cottage.

Pronunciation Key and Diacritical Markings

It is essential for the student to be able to use a pronunciation key and diacritical markings in order to pronounce unfamiliar words:

photograph	(fōt ə grăf′)
nation	(nā′ shin)
graduate	(grăj ′ōō · it)

Finding Root Words

The dictionary usually does not list words formed by adding s, es, ed, or ing, the inflected forms of verbs, or plurals as entry words.

	Look Up
recovery	recover
planned	plan
books	book
seen	see
mice	mouse

Selecting the Correct Meaning of Words

The student should be able to select the correct meaning of a word according to its use in the sentence given:

The bride wore a long train.
I waited a long time for the train to arrive.
John is trying to train his dog.

1.25

Entry Words

Pupils should be aware:

(a) that the entry word is the word that is defined in the dictionary.

(b) that entry words are in alphabetical order.

(c) that entry words are in bold-face type.

(d) that entry words are located at the left of a column.

(e) that the syllabication of entry words is shown by a short space.

(f) that double and triple entry words (water lily, maid of honor) are treated the same as a single word.

(g) that special words and phrases are often listed under the entry word.

(h) that abbreviations and acronyms (Mrs., CIA) are treated the same as regular words.

(i) that in cases where words have identical letters, and one has fewer letters than the other (pan-pantry) the shorter one comes first.

(j) that dictionaries differ in the placement of proper names which begin with Mc or Mac.

(k) that some dictionaries are thumb-indexed to aid in locating the entry word.

Guide Words

The student should be aware:

(a) that guide words are at the top of the page.

(b) that guide words are used to determine the page on which the entry word is located.

(c) that guide words enable one to rapidly locate words sought.

(d) that the first guide word is the first entry word on that page.

(e) that the second guide word is the last entry word on that page.

(f) that when checking a word against a guide word it is necessary to find the first letter that differs.

(g) that the dissimilar letters are checked to determine whether or not the letter contained in the word being sought comes alphabetically before or after the letter in the guide word.

(h) that if the word being sought comes after the first guide word and before the second guide word, then it is on that page.

(i) that if the word cannot be found in the dictionary, thena more advanced dictionary should be used.

Activities

1. Prepare a group of words such as the following and have children look them up and act them out. (perplexed, serene, amicable, plod, strut)

2. Game for helping children to use pronunciation key and diacritical marking.
   Materials: Tic-Tac Toe board, dictionary, words on cards
   Directions: Write about 25 cards using diacritical markings from dictionary child will use.
   To play the game children take turns and pronounce the word using the dictionary pronunciation key. If player pronounces the word correctly, he puts and X or 0 in the square of his choice. Play continues as in Tic-Tac-Toe.

3. Give groups of children a set of guide words and ask them to brainstorm in order to list all of the words that could be found on that page.

4. Each pupil writes on a card a word that begins with a letter in a particular subsection. Two are chosen as guide words. The class decides which words fall between the guide words. The pupils take their place in line, standing before the guide words, between guide words, or after the guide words.

5. Write teasers such as the following:

   If I lost a hogshead and offered a reward to the finder, what would you hunt?

   If I lost a scythe and asked you to help find it what would you look for?

   If you found a dromedary, whom would you call as the likely owner?

6. Use teasers to have a dictionary contest. Divide the class into two groups which compete to see which can find the most answers in the shortest amount of time.

7. Have children make picture dictionaries in math, social studies, and science.

1.27

8. Discuss the fact that many words have more than one meaning. Ask students to make up sentences for the various meanings of run, fast, pack, etc.

9. Have children use the dictionary to rephrase sentences such as:

   I loved my new blue cape.
   The cape was very rugged.

Encyclopedias

An encyclopedia contains articles of information on many topics. The information is arranged alphabetically by subject. Usually encyclopedias consist of several volumes and an index.

An encyclopedia helps broaden the student's knowledge of many topics. It enables him to go beyond his textbooks to further his knowledge and to gain additional information.

Skills Needed To Use an Encyclopedia

To use an encyclopedia effectively the student needs to know that:

1. Subject matter is arranged alphabetically within several volumes of books which are also arranged alphabetically.
2. A general index accompanies the volumes which lists the volume and page number of the subject matter.
3. Guide words appear on the top of the pages which enable the student to tell at a glance whether or not the information he is seeking is on that page.
4. Cross references are used extensively throughout the encyclopedia which enable the student to expand upon the main article of information.

Most Frequently Recommended Encyclopedias

New Book of Knowledge -	Grades 3-6	Geology & Geography
Britannica Jr.	Grades 2-6	Science, Social Studies & Geography
World Book	Grades 4-8	
Compton's	Grades 4-8	Fact Index - Excellent, strong visual aspects, graphs, charts, pictures, etc.

Activities Using an Encyclopedia

Crawford, M., Teaching Study Skills, Page 35.

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Atlases

An atlas is a book of maps which shows the continents, oceans, countries, cities, rivers, towns, mountains, and lakes of the world as well as information on climate, agriculture, population and transportation. Information is also given on time zones, volcano and earthquake zones, flags of the different countries of the worlds and languages, etc.

All atlases use abbreviations and symbols. The table of contents lists the different sections of the book including the section which explains the abbreviations and symbols. The index lists all of the countries, cities, towns, rivers and lakes in the atlas. Guide words at the top of each page helps to find the information at a quick glance.

Skills Needed to Use an Atlas

To use an atlas effectively the student must know that:

1. Abbreviations and symbols are used extensively throughout the atlas and the student must know what they represent.
2. Map and table skills are the basis of interpreting an atlas (see visual aids)
3. The atlas will provide specific information which he will then use for making conclusions related to his purposes.
4. The table of contents and the index play a major role in using the atlas.
5. Guide words are included in the atlas to facilitate finding information at a glance.

Activities Using an Atlas

Children should be given help in interpreting the information given in an atlas entry such as the following:

Essex, Mass.	3,800	45 B-3

This entry tells you that Essex, a town in Massachusetts, has a population of 3,800 persons. It can be found on the map on page 45 and the "B" and the "3" refer to the markings along the top and sides of the page to help you to find it.

1. Use the index of an atlas and find the entry for Rio de Janeiro, Brazil. Write all the information contained in the entry.
2. Find the list of abbreviations used in your atlas. See whether these abbreviations are used. Note what they mean.

no.
Gr.
i

Qué.
S. Amer.
Eur.

Telephone Directories

The telephone directory contains the addresses and telephone numbers of people residing in a particular town or area. The directory is set up in alphabetical order. Names entered

1.30

appear alphabetically by first name. If first names are the same, they are listed alphabetically by middle initial. The towns covered within a particular directory are also in alphabetical order. Companies and businesses located in the area are often listed in bold type within the directory.

Also, within the telephone directory the student will find general information concerning the telephone and telephone company.

Skills Needed to Use a Telephone Directory

To use a telephone directory effectively the student must know that:

1. The names of persons in the directory are arranged alphabetically.
2. Guide words are listed on the top of each page to facilitate the locating of a name at a glance.
3. Scanning the page of the directory is a fast and easy way of locating a particular person.

Activities Using a Telephone Directory

1. Have students prepare a class telephone directory listing the names, addresses and telephone numbers of each other.
2. Give the students a list of names and page numbers and have them state whether or not they would find the name on that given page.

		**
e.g.	Jones, Richard	page 105
	Kelly, Jas A.	page 107
	Roy, T.	page 176

** Wilmington Directory

The Yellow Pages

The yellow pages contain the names, addresses and phone numbers of people and places that offer goods and services.

Entries are in alphabetical order according to the goods and services provided. The yellow pages may either be a separate directory or be included within the telephone directory itself. It is recognized by its distinctive "yellow pages." Guide words are included on the top of the pages to facilitate the location of a particular person or place.

Skills Needed to Use the Yellow Pages

To use the yellow pages effectively the student must know that:

1. the names of persons and businesses in the directory are arranged alphabetically,
2. guide words are listed on the top of the pages,
3. skimming and scanning skills are used to find information quickly,
4. a fast find index is located in the big city "yellow page" directories, and
5. cross references are used extensively within the Yellow Pages.

Activities Using the Yellow Pages

1. Have students find the names and addresses of four seafood restaurants in the Boston area.
2. Have students look up the names and addresses of three photographers who specialize in wedding pictures.
3. Have the students look up the name and address of a company which paints automobiles. What would you look up first, etc.

Almanacs

An almanac contains up-to-date information on many subjects: famous people, sports, motion pictures, agriculture, population, education, medicine, museums, weather, politics, countries, etc. Most almanacs are published every year and include many lists,

1.32

charts and tables. They contain the latest information on facts and statistics. Almanacs can be used to (1) check facts found in other sources, and (2) find basic information on a variety of subjects.

Types of Almanacs

1. World Almanac
    a. most comprehensive and most frequently used almanac
    b. much miscellaneous information
    c. in front - general index arranged alphabetically
    d. in back - quick reference index in alphabetical order
2. Information Please Almanac
    a. statistics on all countries with emphasis on U.S.
    b. most nearly resembles encyclopedia yearbooks
    c. in front - table of contents in alphabetical order
    d. in back - index in alphabetical order
3. Reader's Digest Almanac
    a. resembles encyclopedia yearbooks in its emphasis on news highlights of the year
    b. many news photos
    c. in front - has index in alphabetical order
4. Farmer's Almanac
    a. contains reports on weather, zodiac, ads, recipes, planting tables
    b. in front - table of contents in alphabetical order

Skills Needed to Use an Atlas

1. Ability to use an index and a table of contents.
2. Ability to skim and scan for needed information.
3. Ability to use visual aids such as: maps, charts, graphs, tables, ads, pictures.

Activities Using An Almanac

1. Find the latest almanac in the reference section of your library. Write its title.

2. Find the table of contents or index. Note the titles of five subjects that interest you.

3. Use the index in an almanac to find information on the Nobel Prize Awards. Read the information carefully. Give the names and nationalities of the winners for 1971 and 1974

Newspapers and Magazines

A newspaper is a printed publication usually issued daily or weekly, containing news, editorials, advertisements, and often having stories, poems, jokes and useful information. Newspapers will perhaps serve as the major reading source in the student's daily life. It serves as a vehicle by which one becomes aware of significant world events and also allows the individual to pursue a varied assortment of printed material concerning book and movie reviews, editorials, sports, obituaries, recipes, real estate, comics, job listings, tv and movie schedules, the arts, travel and miscellaneous other items. This form of media is a useful tool in broadening the horizons of its reader when one exercises critical thinking in his approach to the newspaper.

A magazine is a printed publication issued weekly, bi-monthly, monthly, quarterly, semi-annually, or annually, containing a variety of topics, such as: entertainment, news, education, ads, homemaking, nature, crafts, activities, stories, etc. Information which is presented is relevant to the interests and experiences of today's youth.

Magazines are used primarily for obtaining information or for recreational reading. They lend much to the establishment of interests in and habits of reading. In children's magazines, the articles or stories are usually short, and the format places reading content in a different container than a book, thereby making magazines attractive to even a reluctant reader.

In obtaining information, children need to decide which magazine will be appropriate to obtain the information needed. They should be taught to consult the Reader's Guide to Periodical Literature which will list magazines appropriate to the topic sought. Children should learn to use a variety of magazines in information retrieval.

Types of Magazines

Children's

American Childhood
American Junior Red Cross News
Animal Kingdom
Arts and Activities
Children's Digest
Highlights for Children
Humpty Dumpty's Magazine for Little Children
Jack and Jill
National Geographic Society School Bulletins
Nature Magazine
Popular Mechanics
Cricket
Sesame Street
Electric Company
Kid's Magazine

News Magazines for Classroom Use

My Weekly Reader
Scholastic Magazines

Skills Needed to Use Newspapers and Magazines

Vocabulary - to increase the understanding of selections in the publication.

1. develop meaning from context
2. recognize figurative language, euphemism, doublespeak, etc.
3. connotative vs. denotative language

Critical Reading - to develop comprehension.

1. recognize various forms of propaganda
2. separate main idea from detail
3. recognize fact versus opinion
4. develop inference skills
5. recognize author's style
6. recognize author's purpose
7. recognize qualifications of author
8. recognize authenticity of printed material

Understanding and Organization - to acquaint the student with the general content and organization of a newspaper publication.

1. develop use of index
2. learning to recognize common abbreviations
3. develop map and graph skills
4. develop alphabetiziig
5. utilizing skimming and scanning skills
6. recognize content of publication and its technical components (see vocab. list)

Vocabulary List - From The Boston Globe

Common words and phrases used in the newspaper industry. They are as follows:

Banner - the heavy, dark headline across the top of the front page

Beat - the daily route covered by a reporter

By-line - the line under the headline of an article naming the writer of the article

Caption - the explanation below a picture

Cartoon - a drawn picture, usually humorous or exaggerated

Classified advertising - a section of the paper set aside for groups of ads usually placed by individuals rather than businesses

Column - a daily or weekly column written by one man which appears in the same place as a rule

Comic strip - three or four drawings used to tell a story

Copy - the generic term for all printed matter. Specifically, the manuscript before it is set in type

Correspondent - a reporter retained by a newspaper at some location other than where the paper is published

Crop - to mark up a photograph to indicate the area of it to be printed

Cut - the metal plate, usually zinc or copper, from which a photograph or artwork is printed

Dateline - the first line of a story giving the city it comes from and the date it was sent

Deadline - the exact time at which the forms are closed before the newspaper goes to press

Display advertising - commercial ads spread throughout the paper whose character and appeal usually come from the pictures and drawings

Edition - one of the different issues published by a newspaper each day

Editorial - an article published as an expression of the views of the editor

Fact - something which has actually happened or which exists

Feature story - in addition to stories on each day's news, all newspapers run stories on special subjects, usually written by a reporter who knows a great deal about the subject. The stories usually have by-lines with the editor's title after the name.

Vocabulary List - From the Boston Globe (Continued)

Format - the arrangement of editorial matter and advertising in the newspaper. Often called layout.

Filler - a brief story or item used to fill an empty space.

Goods - merchandise offered for sale in the classified ads.

Handout - a news item prepared by a company or public relations agency. Sometimes called a release.

Headline - the title line or lines above an article.

Index - an alphabetical list of the main contents of paper, usually on page one.

International news - news which happens anywhere in the world and is of interest to people in more than one area of the world.

Lead - the first paragraph of a news story, usually tells who, what, when, where, and why about the story.

Letters to the Editor - letters from readers to the editor of the paper commenting on matters of interest to other readers or stories which the paper has run.

Local news - news which happens near where the paper is published or is of interest locally.

Make up - the arrangement of type and cuts on a paper page.

Masthead - a small block in the newspaper which states the name of the paper, the date, subscription prices, etc.

Morgue - the library of a newspaper.

Medical Column - a column written by a doctor or dentist giving medical advise to the readers.

National News - news which happens within the boundaries of the U. S. or is of interest only to the people in the U.S.

Opinion - what one person thinks or believes about something or what a person thinks happens or exists.

Political cartoon - cartoons drawn to point out some fault of society, usually in the government. They are intended for adults rather than young readers. For this reason they are kept apart from the comics.

Services - an ad offering the performance of labor for the benefit of another. (Example, plumber, carpenter, etc.)

Side bar - a short sidelight to the main news story.

Vocabulary List - From the Boston Globe (Continued)

State News - news which happens in the state or is of special interest in the state.

Society Column - a daily or weekly column telling of the activities of socially prominent people, their vacations, parties and so forth.

Subhead - a secondary headline above an article.

Syndicate - a company that sells and distributes features, columns, and cartoons to papers.

Tabloid - a newspaper size usualy 1/2 the size of a standard newspaper page. Also an insert in the newspaper especially on Sundays. Most rotogravure sections are tabloid size.

Type - the letters used in printing.

Vital notices - announcements of deaths, births, marriages.

Wire Photo - a photograph or map transmitted by telegraph.

Wire Services - No newspapers can afford to hire reporters to go to all parts of the world to cover stories, so instead they all buy the services of a few companies whose business it is to have reporters in all important cities. The two most important are AP (Associated Press) and UPI (United Press International.) The abbreviations of the names of the services appear at the top of a story after the name of the city where the report came from and the date it was sent.

Activities using Newspapers and Magazines

1. Make a list of names and one-word topics from current magazines

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as well as descriptive matter. [1]

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[1] Crawford, Marian, Teaching Study Skills, page 34.

2. Plan and develop a class newspaper with a staff of editors, reporters and so on. According to grade-level ability, try to incorporate as many features of a real newspaper as possible - classroom and school, news, social activities, reports of sports, human-interest stories, current fashions for children - both boys and girls, editorials about school policies and conditions, or tips on good manners. The opportunities are numerous and the results will be much more stimulating and readable as well as valuable.

3. Visit a local newspaper office or publishing house. Children should see how news or copy is received, handled, put into type and printed. Ask to be shown proofs where corrections were made by the editors. This encourages students to be more critical of their own work.

   Isolated pictures from magazines are interesting, but some children may enjoy collecting pictures for a book or bulletin board based on a seasonal, factual, or human-interest topic such as an election or a social situation.

4. Who, what, when, where and why words and phrases can be collected for vocabulary study. The following were taken from the front page of a daily newspaper:

   Who? Joe Frazier - Mohammed Ali - Harold Lloyd

   What? registration for voting - fans are loyal - hijack suspect a "nice boy"

   Why? losing heavyweight championship fight - nagging him about his school grades - lost the decision

   Where? Madison Square Garden - Hanoi - Beverly Hills, Calif.

   When? yesterday - last week - in 1917

5. Have the students select any news item in the paper and identify the fact, the event that makes the fact news, and the source(s).

6. Have the students relate and discuss a fact from their own experience that became news because of an event.

7. Have the students find a news item, identify the source, and show how the event was not of external origin, but caused by the paper (an interview, for instance).

8. In an opinion column or editorial, have the students identify facts and thier sources as opposed to the opinions of the writer.

9. Have the students find a fact that seems to be undocumented and discuss whether this is news or rumor or opinion.

10. Using the front page have the children discuss the following:

    a. What is today's most important story?
    b. Why do you think the news editor picked this one?
    c. How does size of headline affect the prominence of a story?
    d. How does body type, size, and column width affect the dominance of a story?
    e. How does page position affect the prominence of a story?

11. Write a headline for the following story:

    Washington (AP) -- a convicted murderer and kidnapper who sawed his way out of a prison bus was added to the FBIs list of ten most wanted fugitives. He is James L. Parker, 30, of North Carolina, who was serving a life term for killing the parents of his estranged wife, when he escaped in Ashboro, N.C., Nov. 11, 1964.

The Reader's Guide to Periodical Literature

The Reader's Guide to Periodical Literature is a compilation of magazines and the articles contained within them. The guide is published semi-monthly September to June, inclusive monthly in July and August. The guide is arranged alphabetically according to subject matter. the articles are arranged alphabetically by title, author, magazine title, volume and page number and the date of the magazine. The guide also states whether or not the article is illustrated and it states whether it is a play or story to distinguish those from expository prose.

Skills Needed to Use the Reader's Guide

To use the Reader's Guide effectively the student must know:

1. that the guide is set up alphabetically by subject matter and then article title.
2. that abbreviations are used extensively throughout the guide.
3. that cross-referencing skills are utilized within the guide.
4. that sub-topics are listed alphabetically under the topic.

For those unfamiliar with form of reference used in the entrees, the following explanation is given.

Sample entry: OIL well drilling
striking it rich - oil in your own backyard
J.M. Liston, il Pop Mech 145:84-5 + Ja'76

An illustrated article on the subject OIL well drilling entitled "Striking it rich - oil in your own backyard," by J. M. Liston, will be found in volume 145 of Popular Mechanics, pages 84-85 (continued on later pages of same issue) the January 1976 issue.

isting of Abbreviations and Abbreviations of Periodicals Indexed from the
eaders Guide to Periodicals List removed due to poor reproducibility.

How to Use the Reader's Guide and Other Indexes
June 25, 1969

1. GUERRILLAS
2. Arab States
3. Revolt of the arab refugees: we'll meet in Tel
4. Aviv! C. S. Wren il Look 33:27-36 My 13
5. '69
6. Latin America
7. Latin American revolution. E. M. Smith Chr
8. Cent 86:674-7 My 14 '69
9. Mozambique
10. Hydroelectric battle plan. T. Land. Nation
11. 208:598 My 12 '69
12. Vietnam (Republic)
13. See Vietnamese war, 1957-Guerrillas
14. GUESTS, Government. See Government enter-
15. taining.
16. GUEVARA, Ernesto
17. In cold blood: how the CIA executed Che. M.
18. Ray, il por Ramp Mag 7:142-9 Ja 25 '69

In the excerpt from the June 25, 1969 issue of the Reader's Guide, line numbers have been added at the left to help in identifying the material to be used in answering the questions below. Answer each question in terms of the line or lines referred to.

1. The number that appears before the colon ":" within the number sets in each listing refers to (1) page number, (2)the year, (3) volume number.

2. The number that appears just after the colon ":" within the number sets in each listing refers to (1) vol. number, (2) year,(3)the page number on which the article starts.

3. The magazine referred to in lines 7 and 8 appears once a month. True ______ False ________

4. The word "see" in line 13 means that additional references may be listed under the topic "Vietnamese war, 1957- Guerrillas True _______ False __________

5. The symbol "por" in line 18 indicates that (1) there is a picture of Che Guevara, (2) there is a picture of M. Ray, (3) the article is written in Portugese.

6. The symbol "il" in line 18 means that the article contains illustrations. True ______ False _________

7. In line 16 Ernesto Guevara is (1) the author, (2) the subject of the article listed?

8. In line 7, E. M. Smith is (1) the author, (2) the subject of the article listed?

9. How many articles are listed as dealing with "Guerrillas in Latin America"?

Activities Using the Readers Guide

1. Give the students a couple of topics and have them find articles pertaining to their respective topics.
2. Give the students a sub-topic (e.g. farm horses) and have them find articles containing information about the topic.
3. Give the student a topic and have him find whether or not there are any illustrated articles about his topic.

Use of the Public Library

Since the objective of teaching reading skills is to build habits that will be used over a lifetime, it is important for teachers to introduce children to the public library as well. Children need to learn how to systematically search through available materials for information they need. They also must, after locating the material, decide whether it's relevant to their purpose.

Teachers should encourage children to make use of the library. Some suggestions are:

1. Make sure each child has a card for the library.
2. Take field trips to the public library to borrow books, records, or pictures, to meet the public library staff, and to tour the facilities.
3. Remind children of special events such as story hours, movies and exhibits that are currently being offered at the public library.

The best approach to teaching library skills is to create a need for their use. It is difficult to teach library usage in a classroom setting. However, certain facts can be discussed and skills emphasized in the classrooms that will facilitate the use of the library. Children can learn about the library's card catalog and classification system by developing a card catalog for books in their classroom libraries. Suggested steps are:

1. Alphabetize books by author. Number books by authors whose last names begin with the same letter as A1, A2, A3, B1, B2, B3 etc. Use these as call numbers on cards and shelve books according to this scheme.
2. When children ask for a specific title but do not know the author, develop the understanding of title cards and add these to the file box.
3. Decide to group books according to subject matter. For example, fairy tales, adventure, mystery, science, etc. Help children to realize that several subject cards could be made for the same book. Develop subject cards and expand the call numbers to fit the classifications.
4. Help children decide other annotations to include on the file cards such as number of pages, difficulty of the book, etc.

The Librarian as a Resource.

Librarians today are trained to provide services to children and adults. They offer guidance in locating materials, use of materials, and resource and research techniques.

Since new references are constantly being added to the library, it is doubtful that teachers can teach children everything that is needed to use the library effectively. Therefore, it is important for the children to encourage children to become independent in the use of the library and at the same time to recognize that the librarian is also a valuable resource.

Using the Card Catalog

The card catalog is a file containing information for every book in the library. Cards are filed in alphabetical order.

Each drawer of the file has guide letters or words.

Every book in the library has a title, author, and subject card which can be found in the card catalog.

Author Card

613.9 Hyde, Wayne
H22
What does a forest ranger do? N.Y.,
Dodd, Mead, c1964
64 p. illus.

1. Forestry as a profession ITC

Title Card

613.9 What does a forest ranger do?
H22
Hyde, Wayne
What does a forest ranger do? N.Y.
Dodd, Mead, c1964
64 p. illus.

1. Forestry as a profession ITC

Subject Card

613.9 FORESTRY AS A PROFESSION
H22
Hyde, Wayne
What does a forest ranger do? N.Y.
Dodd, Mead, c 1964
64 p. illus.

1. Forestry as a profession ITC

Children need to know specific abbreviations:

1. c 1964 means copyright 1964
2. 64 p illus means that the book is 64 pages long and is illustrated.
3. 613.9 H22 is a call number. It is needed to find books in the library. This same number will be found on the spine of the book, What Does a Forest Ranger Do. 613.9 represents the Dewey Decimal classification. H. stands for the first initial of the author's last name.
4. 1. Forestry as a profession I.TC
5. I.TC indicates that this is also the Title Card, number I.

Using the Dewey Decimal System

Another important locational skill is understanding the Dewey Decimal System. The Dewey Decimal System is a way of cataloging books. All books are divided into ten major categories and numbered as follows:

000-099	general works, bibliographies, encyclopedias and periodicals
100-199	philosophy, psychology
200-299	religion
300-399	education, government, law, sociology
400-499	language
500-599	physical science, mathematics
600-699	medicine, engineering, agriculture
700-799	fine arts, (painting, architecture, music)
800-899	literature
900-999	history, travel, biography

This information will help children to locate books on library shelves and to find books on the same topic.

Activities for Using the Library

1. Work with the librarian and arrange to send children to the library to perform specific tasks such as the following:

   a. help the librarian shelve the books.
   b. locate & sign out material for the classroom. In this case, lists should be written in a way that will enable children to use title, author, and subject cards.

      (1) Jonesy by Paul Henry
      (2) Making Paper Mache' Masks
      (3) Three books about life in the desert

   c. ask children to prepare bibliographies related to reports they are writing

2. Treasure Hunt: Use whatever resources you need to answer the following questions. In addition to giving the answer also describe where you found it.

   a. Where and when was Charles Lindberg born?
   b. Where can you find a map that shows the amount of annual rainfall in Arizona?
   c. What is the latest population figure reported for Denmark, and what year was the census taken?
   d. What magazine in our school library recently contained an article on sugar beets?
   e. What is the name and author of a book that would help you improve your table manners?

1.48

f. What is the origin of the word city?
g. To whom did the author of Rasmus and the Vagabond dedicate his book?
h. What chapter of your science book contains information about evaporation?
i. How deep is the Grand Canyon?
j. How many daily newspapers are now published in New York? What are their names?
k. What are the names of the books in our school library written by Marguerite Henry?
l. Does our school library have a picture of President Gerald Ford that can be checked out? If so, where is it kept?
m. How many phonograph records does our school library contain?
n. What magazines are available in our reading corner?
o. What is the largest bird in the world?
p. What is the copyright date of Planets and Stars?

3. Using several research sources often leads to better or quicker solutions to problems, and students gain a broader knowledge of a subject. Exposure to the ideas of more than one author helps the student to understand that opinions on a given topic may differ. Research involving more than one source strengthens the skill of evaluation. Why is this source probably more reliable than that? Which author has closer contact with the topic? Which source gives the latest data" Why might this writer be prejudiced?

4. Help children determine the best reference source to use. Ask questions such as the following:

a. What are the names of the planets?
b. How do I divide recommended into syllables?
c. Who is the Senator from Alaska?
d. How much does it cost to send a letter to France?
e. Find a list of synonyms for the word "go."
f. Make a map showing the latest boundaries of Europe.
g. What is playing at the local movie?

5. Create a game or have children create a game.
Materials: game board which contains names of various reference books, markers and question cards.
Directions: first player takes question card, determines the reference book, and moves to any space with that name. Second player draws a card and moves, etc.
Rules: Make up rules and goals. For example, "player must move in a straight line, two players cannot occupy the same space, first player to reach Go wins, etc."

6. Challenge children to find five facts about their own town and state that do not appear in the textbooks. On how many maps in the atlas does your state appear? What can be learned from each map? Put a question on the chalkboard each morning for the children to answer by referring to some reference book. Here are some samples:
What is the population of Japan?
Who founded Detroit, Michigan?
Where does Martin Luther King live?
When was television invented?

Work-Study Habits

Students need to learn how to learn. They need to develop work habits. Work habits can be defined as the way students organize and utilize their time in dealing with assigned tasks:

Teachers can help students develop effective work-study skills by:

1. Providing a motive for learning.
2. Demanding excellence.
3. Encouraging regular study routines.
4. Teaching skills that aid learning and retention.

Providing a Motive for Learning

Teachers have goals in mind for children but often times these goals are not known to the children. Assignments are made without explaining why the student should do the assignment in the first place.

Two factors are essential if students are to be provided with a motive for learning:

1. The child must understand the purpose of the assignment and see it as relevant.

2. The child must see progress toward a goal.

Without these two elements, assignments become mindless tasks or busywork. This in turn leads to lack of student effort and failure. Strategies such as the following aid learning by helping children to understand the purpose of the assignment and to progress toward a goal.

Verbalization: Ask questions such as - tell me what you have learned today? How did you manage to sound out this new word? How did you find the main idea of this paragraph?

Job Sheets: On a separate piece of paper write down the skill to be learned. Define it. Present examples. Assign tasks. Ask the children to return the job sheets when they feel they have acquired the skill. The teacher can then star the paper if the skill has been acquired and ask the students to keep it for reference.

Individual Logs: The teacher or the child can plan a 5-day work week and list the goals to be accomplished. Each goal can be checked off as it is completed. Contracts, job sheets, progress charts, skills checklists and teacher conferences can also be used to help students set realistic goals and evaluate their own work.

Demanding Excellence

Children should be encouraged to take pride in their work and to assume the responsibility for handing in written work that is as good as they are capable of doing.

If the teacher assumes the responsibility for finding mistakes and correcting errors, it is the teacher who will improve in these areas and not the student. Teachers can help students to develop habits of careful workmanship by:

a. Setting a degree of perfection which of course will vary according to the individual's ability.

b. Provide activities for students to develop proofreading skills. (See: Language Arts Guide - Elementary)

c. Provide class times for self-correcting of papers.

Activities Which Encourage Self-Evaluation

1. Have the class develop a checklist for proofreading their assignments which can be placed on a bulletin board.

2. Allow children to check over each other's work for errors. It is often easier to see the mistakes of others.

3. Have students make their own Personal Reminder list such as the following:

   a. Watch out for its and it's
   b. Read all parts of the question
   c. Reread the paragraph to find the answer if I don't remember it.

4. Instead of collecting student papers daily, have them keep their reading papers in a folder. At the end of the week ask them to submit their one or two best papers for evaluation.

Encouraging Regular Study

Students need help in developing the following habits:

a. Setting aside a regular time period each day for studying.
b. Using study techniques such as SQ3R to aid recall.
c. Doing each days work carefully and correcting mistakes that are made.
d. Keeping a notebook to record important notes for review.
e. Seeing if help is needed and immediately receiving it.
f. Memorizing appropriate facts (see section on memory).
g. Studying material over a period of time - do not cram.

Teaching Skills That Aid Learning and Retention

Skills in the following areas aid learning and retention and should be taught in a systematic manner:

Following Directions
Understanding and Answering Questions
SQ3R
Notetaking
Outlining
Memorizing
Flexible Reading Rate
Test Taking

Following Directions:

To effectively read and follow directions children need to develop "mental sets" such as the following:

a. Read all directions thoroughly before attempting the task.
b. Perform each step in the order given.
c. Recheck to see that the work that has been done makes sense and completes the task as assigned.

Activities For Following Directions

While there are many separate assignments designed to practice in the skill of following directions, the best way to establish reading and following directions as a regular habit is to provide practice in following written directions as part of every assignment.

Whenever possible directions should be written and should be clear and within the reading vocabularies of the students. Teachers should avoid telling students what to do when written directions are provided.

Understanding and Answering Questions

To understand and answer questions completely and thoroughly students need to have:

1. An understanding of key question words.
2. An ability to recognize clues which indicate the nature and content of the question.
3. Specific instruction in reading questions thoroughly.

Key Question Words

Children should know the following:

If a question begins with ---	The answer will involve
who	people
when	time
where	location or position
why	reasons or causes
how	way or method
what	a thing, event or list of events

Question Clues

While not really words that question, words such as those that describe, define, list, contrast, etc. serve the same purpose. Complete understanding of these words is necessary if children are to understand and answer questions completely and accurately. Charts such as the following can be prepared to aid in understanding.

Clue Word	What is being asked for
compare	both similarities & differences
contrast	differences
explain	give reasons for cause and effect relationship
illustrate	give examples
restate	tell in your own words
list - outline	name the items wanted - no explanations needed

Specific Instruction in Reading Questions Thoroughly

Children need to develop habits of:

1. Reading questions completely before answering them.
2. Making sure they understand what is asked for.
3. Reading and checking their answers to be sure the question has been answered thoroughly and accurately.

Activities

1. Hold question and answer quiz shows based on assigned reading. Have students take turns asking and answering questions. Appoint a panel of judges to determine if the questions were answered completely and accurately.

2. Ask student to change a statement into a question. Compare answers and discuss.

3. Present various statements to students and ask them to write the question that could be asked to elicit these statements. Recheck to be sure the question and answer match.

SQ3R

Quite often students feel that they are doing a sufficient job of studying by reading the same material over and over again. What they really need to do is to develop study techniques which will eliminate the need for extensive rereading. Study techniques set a purpose for reading and provide patterns for performing a task. One of the most commonly used study patterns is the SQ3R technique for reading text books.

Steps in SQ3R

Survey: Step 1 Look through the whole assignment. Read headings if there are any. Read the summary if there is one, to get the general idea of content of the whole lesson. Later you can piece the details into the framework which you have in mind, and the whole lesson will mean more to you.

Question: Step 2 Think of the questions which are likely to be answered in the lesson. Write these questions down when you are first in this method of study. Later you may keep them in mind only. Then read the material to find the answers to the questions. In this way, your reading will have much more purpose and you will remember it much more easily. Often the headings can very easily be turned into questions.

R1 Read: Step 3 Read the lesson carefully. Try especially to find the answers to questions you have raised.

R2 Recall: Step 4 Go back over the lesson immediately. Check the headings and also your question. Ask yourself "Do I remember what this section is about?" or "Can I answer this question." If you find that you cannot, you know that you must reread the particular part which you did not understand or have forgotten. Step 4 is very important. Giving yourself an immediate quiz on what you have just read is the best way to prevent forgetting.

R3 Review: Step 5 Some time later, possibly before class and also before an examination, go back to your headings and questions again and quiz yourself. Reread only those parts you have forgotten. If you take Steps 1, 2, 3, and 4 faithfully, you will find that you do not have too much to reread.

Help Students to Use Textbook Cues

Students should be trained to use the following cues:

1. Chapter Title -it indicates the overall theme of the chapter.
2. Chapter Introduction -the first few paragraphs in the chapter in which the author indicates main purpose or main points.
3. Main Headings -they indicate specifically what the main points are.
4. Subordinate Headings - minor points.
5. Chapter Conclusions -the main points summarized.
6. Illustrations, graphs, maps and charts -may be glanced over.

7. Questions at the end of the chapter - indicate what the author thinks is important.
8. Boldface type and italics - indicate important statements or definitions.
9. Cue phrases such as "first".."lastly", 1, 2, 3, and a, b, c. - indicate equal and important events.

Notetaking

Notetaking is an important skill in doing research. It is a way to record information briefly and accurately so that it can be retrieved for later use. Notetaking fosters retention of facts and aids in review. The secret to notetaking is being able to grasp the whole concept or thought and then to condense it into as few words as possible. Children need to realize that notetaking is an abbreviated way of recording the main ideas and important details presented in a chapter or article.

To take effective notes children need to be trained to do the following:

a. keep in mind the purpose for reading a particular selection; know the specific questions they want to answer.

b. read the complete selection before taking notes to be sure all important points are noted.

c. use textbook cues such as boldface type, italics, key words, topic sentences, etc. to note main ideas and important details.

d. take only as many notes as will aid accurate recall.

e. record notes in their own words.

f. footnote the reference from which the notes are taken.

In addition some children are helped by establishing a format or system for taking notes such as (1) an outline form, (2) separate cards for different topics or questions to be answered, and (3) separate notebooks for different subject areas.

Activities

Have several children take notes on a classmate's written reports. Display the notes. Have the author of the report and the class discuss them. Are the notes adequate? How could they be improved?

Outlining

An outline is a sequential arrangement of the main features of a book, paragraph, etc. It is a short summary listing the main ideas in proper order and adding supporting details as subheadings. Outlining helps the reader to see the difference between main ideas and supporting details. It aids understanding and remembering. It provides an overview of the author's plan and organizes ideas into a concise format. As such, outlines are good study guides and provide a quick review of material read.

In order to outline, students need to be able to:

Locate main idea.
Recognize supporting detail.
Shorten sentences into brief phrases.
Understand and use the format for an outline.

The format for an outline is generally as follows:

I. Main Thought

    A. Detail
    B. Detail
        1. Sub-detail
        2. Sub-detail
            a. detail of sub-detail
            b. detail of sub-detail
                (1)
                (2)

II. Main Thought

Activities

After reading a biography, have the student make an outline of the character's life. Using science SCIS material, have the student outline the steps of a science experiment.

Memorizing

Memorization is exact recall of words, concepts, dates, events, etc. If students are going to use much of the material they have studied, they should be able to recall important rules and concepts at a later time. Teachers can help children to improve recall by:

1. Building multiple associations
2. Providing meaningful practice
3. Teaching specific skills that aid retention

Building Multiple Associations

If learning is to take place students must understand what they are to learn, understand its relationship to what they already know, and know why they are learning it. Through discussion teachers can help children relate what they are to learn to their own background of experiences. Visual aids provide concrete referrents that aid retention and should be used often. Multisensory presentation also helps retention. Whenever possible teachers should be sure that students have opportunities to see, say, hear, draw or write what they are to learn. Involving all the senses in this way speeds and strengthens learning.

Providing Meaningful Practice

Meaningful practice also can be provided in the following ways:

1. Drill. Provide repeated opportunity to apply the material or skill to be learned.
2. Have children memorize a poem or lines in a play.
3. Do choral reading.
4. Use material read in debates, panel discussions, reports, or classroom quiz shows.

Teach Specific Skills That Aid Retention

1. Encourage students to visualize what they read to strengthen impressions.

2. Provide students with mnemonic devices when appropriate. For instance, a rhyme helps one remember a common spelling rule: I before E except after C or when sounded as A as in neighbor and weigh or to remember the five Great Lakes by using the following:

Picture many HOMES on a lake

H Huron
O Ontario
M Michigan
E Erie
S Superior

These should be individualized according to the needs of specific children.

3. Help students develop their own mnemonic devices. A mnemonic device aids memory by building an association between something one wants to remember and something already remembered. To remember the planets in order starting from the sun students can be encouraged to make a silly sentence using words that begin with the same letter as the planets and in the same order they are to be learned.

My	Mercury
very	Venus
educated	Earth
mother	Mars
just	Jupiter
served	Saturn
us	Uranus
nine	Neptune
pizzas.	Pluto

4. Teach SQ3R, outlining, notetaking which are discussed elsewhere in this chapter.

Flexible Reading Rate

The good readers read at rates that aid comprehension. They are also able to adjust their rates of reading according to the material that is presented and the purpose for which the material is being read. Reading rate will vary according to several factors:

1. The readers command of decoding skills.
2. The vocabulary load, difficulty of concepts.
3. The reader's knowledge of the subject matter
4. Readability of material, size of print number of illustrations, footnotes, cross-references.
5. The reader's purpose for reading the material.

The following are considered minimum speeds of reading in basal readers for grades 1-7 and above.

Grade	Oral Reading	Silent Reading

MATERIAL REMOVED DUE TO COPYRIGHT RESTRICTIONS

Guzak, Diagnostic Reading in the Elementary Schools, Harper & Row, 1972, page 63.

Flexibility of reading rate will depend on the student's understanding of the need to develop different rates for reading different types of printed matter. Students need to understand that a newspaper article on a recent baseball game may be read and understood at a rate of several hundred words per minute while the same reader may have to spend several minutes reading a math problem of only a few words.

The following chart indicates the rate strategies needed for various silent reading purposes:[1]

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[1] Guzak, Diagnostic Reading in the Elementary School, Harper & Row, New York, 1972, page 154.

Improving Reading Rate

A reader that stumbles over every word is spending so much energy on decoding that little energy is left for deriving meaning from the printed page. While there are many speed reading techniques advertised today, they generally rely on building efficient word attack and comprehension skills.

Build a Strong Sight-Word Vocabulary

Silent reading fluency is dependent on being able to read words at a glance. The reader that must stop to sound out every other word is at a loss. The Dolch List and Fry List present words that should be recognized instantly. Periodic practice should be provided for students who need it. It is also a good idea to place content area words that will be used frequently on flash cards and provide drill with these words as well.

DOLCH'S BASIC SIGHT VOCABULARY

a
about
after
again
all
always
am
an
and
any
are
around
as
ask
at
away
be
because
been
before
best
better
big
black
blue
both
bring
brown
but
buy
by
call
came
can
carry
clean
cold
come
could
cut
did
do
does
done
don't
down
draw
drink
eat
eight
every
fall
far
fast
find
first
five
fly
for
found
four
from
full
funny
gave
get
give
go
goes
going
good
got
green
grow
had
has
have
he
help
her
here
him
his
hold
hot
how
hurt
I
if
in
into
is
it
its
jump
just
keep
kind
know
laugh
let
light
like
little
live
long
look
made
make
many
may
me
much
must
my
myself
never
new
no
not
now
of
off
old
on
once
one
only
open
or
our
out
over
own
pick
play
please
pretty
pull
put
ran
read
red
ride
right
round
run
said
saw
say
see
seven
shall
she
show
sing
sit
six
sleep
small
so
some
soon
start
stop
take
tell
ten
thank
that
the
their
them
then
there
these
they
think
this
those
three
to
today
together
too
try
two
under
up
upon
us
use
very
walk
want
warm
was
wash
we
well
went
were
what
when
where
which
white
who
why
will
wish
with
work
would
write
yellow
yes
you
your

Edward Fry's List for Remedial Reading

INSTANT WORDS

First Hundred

Group 1

the
a
is
you
to
and
we
that
in
not
for
at
with
it
on
can
will
are
of
this
your
as
but
be
have

Group 2

be
I
they
one
good
me
about
had
if
some
up
her
do
when
so
my
very
all
would
any
been
out
there
from
day

Group 3

go
see
then
us
no
him
by
was
come
get
or
two
man
little
has
them
how
like
our
what
know
make
which
much
his

Group 4

who
an
their
she
new
said
did
boy
three
down
work
put
here
before
just
long
here
other
old
take
eat
again
give
after
many

Second Hundred

Group 5

saw
home
soon
stand
box
upon
first
came
girl
house
find
because
made
could

Group 6

big
where
am
ball
morning
live
four
last
color
away
red
friend
pretty
eat

Group 7

may
let
use
these
right
present
tell
next
please
leave
hand
more
why
better

Group 8

ran
five
read
over
such
way
too
shall
own
most
sure
thing
only
near

INSTANT WORDS

Second Hundred Continued

Group 5

book
look
mother
run
school
people
night
into
say
think
back

Group 6

want
year
white
get
play
found
left
men
bring
wish
black

Group 7

under
while
should
never
each
best
another
seem
tree
name
dear

Group 8

than
open
kind
must
high
far
both
end
also
until
call

Third Hundred

Group 9

ask
small
yellow
show
goes
clean
buy
thank
sleep
letter
jump
help
fly
don't
fast
cold
today
does
face
green
every
brown
coat
six
gave

Group 10

hat
car
write
try
myself
longer
those
hold
full
carry
eight
sing
warm
sit
dog
ride
hot
grow
cut
seven
woman
funny
yes
ate
stop

Group 11

off
sister
happy
once
didn't
set
round
dress
fall
wash
start
always
anything
around
close
walk
money
turn
might
hard
along
bed
fine
sat
hope

Group 12

fire
ten
order
part
early
fat
third
same
love
hear
yesterday
eyes
door
clothes
though
o'clock
second
water
town
took
pair
now
keep
head
food

1.64

Fourth Hundred

Group 13

told
Miss
father
children
land
interest
government
feet
garden
done
country
different
bed
across
yard
winter
table
story
sometimes
I'm
tried
horse
something
brought
shoes

Group 14

time
yet
true
above
still
meet
since
number
state
matter
line
remember
large
few
hit
cover
window
even
city
together
sun
life
street
party
suit

Group 15

word
almost
thought
send
receive
pay
nothing
need
mean
late
half
fight
enough
feel
during
gone
hundred
week
between
change
being
care
answer
course
against

Group 16

wear
Mr.
side
poor
lost
outside
wind
Mrs.
learn
held
front
built
family
began
sir
young
ago
world
airplane
without
kill
ready
stay
won't
paper

Fifth Hundred

Group 17

hour
glad
follow
company
believe
begin
mind
pass
reach
month
point
rest
sent
talk
went
bank
ship
business

Group 18

grade
brother
remain
milk
several
war
able
charge
either
less
train
cost
evening
note
past
room
flew
office

Group 19

egg
ground
afternoon
feed
boat
plan
question
fish
return
sir
fell
hill
wood
add
ice
chair
watch
alone

Group 20

spell
beautiful
sick
became
cry
finish
catch
floor
stick
great
guess
bridge
church
lady
tomorrow
snow
whom
women

Fifth Hundred Continued

Group 17	Group 18	Group 19	Group 20
whole	cow	low	among
short	visit	arm	road
certain	wait	dinner	farm
fair	teacher	hair	cousin
reason	spring	service	bread
summer	picture	class	wrong
fill	bird	quite	age

Sixth Hundred

Group 21	Group 22	Group 23	Group 24
become	herself	demand	aunt
body	idea	however	system
chance	drop	figure	lie
act	river	dame	cause
die	smile	increase	marry
real	son	enjoy	possible
speak	bat	rather	supply
already	fact	sound	thousand
doctor	sort	eleven	pen
step	king	music	condition
itself	dark	human	perhaps
nine	themselves	court	produce
baby	whose	force	twelve
minute	study	plant	rode
ring	fear	suppose	uncle
wrote	move	law	labor
happen	stood	husband	public
appear	himself	moment	consider
heart	strong	person	thus
swim	knew	result	least
felt	often	continue	power
fourth	toward	price	mark
I'll	wonder	serve	president
kept	twenty	national	voice
wall	important	wife	whether

From - Edward Fry. "Developing a Word List." Elementary English (November, 1957) 456-58.

1.66

Build a Strong Meaningful Vocabulary

The vocabulary load, the difficulty of the vocabulary and the concepts presented also have a bearing on the rate of reading. The following techniques help build strong meaning associations:

a. use of visual aids and concrete referrents
b. discussion
c. relating past experiences to new material to be learned

Teach Use of Context Clues

Context clues provide a quick means for understanding unknown words. The cloze technique also helps to provide practice in the use of context clues. (See K-3 Reading Curriculum Guide, page 18)

Emphasize Silent Reading Skills

Too much emphasis on oral reading produces a slow word-by-word reader. Silent reading or reading for a purpose should be emphasized. Children are sometimes helped by having a checklist such as the following:

My Reading Speed

	Sometimes	Always	Never
1. Before reading I preview the material to see what it is about.			
2. I have questions in mind that I want answered.			
3. I read silently without moving my lips.			
4. I read groups of words rather than one word at a time.			
5. I do not look back at words I have already read.			
6. I read without pointing my finger.			

Provide Fluency Practice

Readers who have adequate word attack and comprehension skills will benefit from phrase reading practice. Word-by-word readers need help seeing phrases at a glance. A good practice is to put phrases on flash cards and practice reading several words at once. Below are other examples of providing practice in reading phrases:

A. The following phrases or short sentences are designed

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you go straight home?" 1.

---

1. Heilman, Principles and Practices of Teaching Reading, page 391.

Timed Tests

Many materials help build the rate at which students read with comprehension. Marked improvement in reading rates can often be achieved by providing practice in reading faster than one normally would. Only material that is at the student's independent reading level should be used for this type of practice. (See McCall Crabbs Reading Exercises)

Building Awareness of Different Rates for Different Purposes

Children are helped by charts such as the following:

Slow Down!

When material

is related to your purpose
presents new ideas
has important details
is a long, complicated sentence
includes an important word or expression that is new

Speed Up!

When material

is not related to your purpose
is easy
is familiar
repeats what was said before

They can be helped to make their own charts by listing the types of assignments they are given and then to plot them on the charts.

Building Reading Speeds

1. Less than normal - slow reading - rereading
   Studying, outlining, math problems.
2. Normal reading speed (240-270+ words/min.) recreational reading, social studies assignment.

1.69

3. Rapid reading for important thoughts (320-370 wpm) Newspaper articles, stories where not all details are important.
4. Skimming for general impression(500 wpm). Reading a portion of a book to decide upon its usefulness.
5. Scanning for ideas not words (650-750 wpm). Answering a brief question from a text.
6. Scanning for words-not ideas. (1000 wpm) Looking for a word in a dictionary, for a title in a table of contents.

Test Taking

Tests should help a teacher and student evaluate and plan instructional goals. They can be used to (1) indicate what information or skills students have acquired, (2) pinpoint class and individual strengths and weaknesses, and (3) develop appropriate strategies to deal with specific needs. However, many students do poorly on exams because of lack of skill in taking exams rather than lack of knowledge. Teachers can help students develop the skills needed to do well on tests by:

1. Teaching test taking behavior.
2. Familiarizing students with different types of tests.
3. Helping students to recognize what information is required.

Teach Test-Taking Behavior

Children should be reminded to prepare themselves for a test by getting a good nights sleep the night before the test and eating breakfast the day of the test. They should also be reminded of the following:

1. Read all directions carefully before starting
2. Make sure they understand what the question is asking
3. Budget their time
4. Answer questions they are sure of first, then go back to the doubtful ones.
5. At the end of the test go back and check their work carefully. (Did I read the directions carefully? Did I answer the questions asked? Can I prove my answer?)
6. If IBM answer sheets are used children should be cautioned to be certain they are putting their marks in the correct place and to erase all stray marks completely.

Familiarize Students With Different Types of Tests

There are a variety of test formats such as the following:

Essay Exams

Essay exams ask for a thorough discussion of a few questions for which answers are broad in scope.

Objective Exams

See the chart that follows:[1]

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[1] Heston, How To Take a Test, SRA, Inc., 1953, page 21.

Techniques For Test Taking

There are specific techniques for taking different types of tests which pupils should be aware of:

True or False Exam

1. If a statement is partly false - mark it false.
2. If statements contain the words always, all, only, never, mean without exception and frequently are false.

Multiple Choice Exam

1. Analyze the question carefully - what does it ask?
2. Read all possible choices.
3. Eliminate choices which you know are wrong.
4. Select the best answer from among those remaining.

Essay Exam

1. Survey the entire test.
2. Carefully read and reread the question to be answered and determine just what information it requires and how it asks for this information to be presented.

   (What does the question ask you to do? Does it ask for a specific number of things? Is a certain length required? Should items be arranged in a time sequence? Does it say to list or to describe? Should you explain authority's theory or present your own views? Does it request the statement of a certain rule or formula? What famous people should be included in this topic? What examples can you illustrate your points with? What special terms and concepts should be included?)
3. List ideas to be included in the essay.
4. Arrange ideas in a logical related order.
5. Provide examples and illustrations for major points.
6. Write from the above list or outline.

Helping Students Recognize What Information is Required

Most test questions have clues which indicate the nature and content of the answer. These should be recognized by the student. (See Answering Questions)

Teachers can make their own timed tests as follows:

1. Provide students with material at their independent level.
2. Write the starting time on the board.
3. Instruct the students to record the exact time they finish the reading selection.
4. Reading Rate is calculated as follows:

$$\frac{\text{number of words in selection}}{\text{time needed to finish reading}} = \begin{array}{l}\text{reading rate}\\ \text{(words per minute)}\end{array}$$

5. Students should chart their own progress.
6. Comprehension questions should be included to emphasise the need to read for meaning as well as speed.

____________________ Student's Name WORK STUDY SKILLS	Great difficulty with this	Making progress b still in need of growth	Has a grasp of all essential element	Completely free of all assistance
I. Organization Can the student do the following? take notes outline single paragraphs outline sections of a chapter summarize single paragraphs summarize larger units of material derive "drift" of unit from table of contents, topical headings, topic sentences, etc. II. Knowledge and Use of Reference Materials Can the child do the following? a. place words in alphabetical order. b. easily locate words in a dictionary c. use table of contents d. use indexes of books easily and efficiently e. apply the above in the use of encyclopedia				

WORK STUDY SKILLS (continued)	Great difficulty with this	Making progress but still in need of additional growth	Has a grasp of all essential elements	Completely independent of all assistance
f. use library card catalogue				
g. use the telephone directory				
h. understand the purpose of footnotes and bibliographies				
i. utilize the following sources to locate materials?				
1. Atlas				
2. World Almanac				
3. Glossary				
4. Appendix				
5. City directory				
6. Newspapers				
7. Reader's Guide to Periodical Literature				
8. Who's Who				
III. Following Directions				
Can the student do the following?				
a. follow one-step directions				
b. follow steps in sequence				
c. see the relation between the purposes and the directions				
IV. Specialized Skills				
Can the student accomplish the following graph and table skills?				
a. understand how to use the calendar				
b. interpret a table by reading across and down from given points				
c. understand the purpose of lines and bars in graph measurement				

WORK STUDY SKILLS (continued)	Great difficult with this	Making progress but still in ne of additional growth	Has a grasp of all essential elements	Completely free independent of of all assistan
Can the student accomplish the following map and globe skills?				
a. understand and interpret simple street or "landmark" type maps				
b. make practical use of a road map "key"				
c. use an air map; understand such symbols as railroads, boundaries, rivers, mountains, and lakes				
d. have the knowledge and ability to measure distance, area, and elevation, and locate certain points				
e. indicate ability to interpret the following:				
1. Outline map				
2. Population map				
3. Crops map				
4. Elevation map				
5. Mineral production map				
6. Rainfall map				
V. Other Specialized Skills				
Can the student do the following?				
a. Understand the significance of pictorial aids				
b. Observe and infer from picture representations				
c. Read and interpret charts				
d. Read and interpret diagrams				
e. Read and interpret cartoons				
f. Read and interpret scales				
g. React critically in content material				

VI Reading Rate

Can the student

a. adjust rate to purpose of reading ______
b. skim ______
c. scan ______

1.77

Name ______________________________ Date ______________

School ___________________________ Grade ______________

Let's Hear From You

What parts did you find to be most helpful?

What additions, suggestions, and activities do you have that will make implementing this section easier?

Additional Comments:

CHAPTER 2

ASSESSMENT: CONTENT AREA

Checklist for Teacher Awareness of
Content Reading

Checklist of Reading and Study Skills
for Content Subjects

CAUSE AND EFFECT
COMPARISON - CONTRAST

Develop & Use Study Guides

Development of Vocabulary
Skill

Provide for Varying Abilities

Selection of Materials
Levels of Questions & Assignments
Guiding Instruction
Grouping
Length of Assignments
Accomodations for Slow Learners
Challenging Superior Readers

Specific Considerations in the Different Content Areas

Math

Vocabulary
Format
Rate of Reading
Comprehension Skills
Ways to Help

Social Studies

Vocabulary
Format
Rate of Reading
Comprehension Skills
Ways to Help

Science

Vocabulary
Format
Rate of Reading
Com prehension Skills
Ways to Help

CAUSE AND EFFECT
COMPARISON - CONTRAST

Literature

Vocabulary
Format
Rate of Reading
Comprehension Skills
Ways to Help

2.2A

READING IN THE CONTENT AREAS

Specific Strategies for Helping Students Read

Develop Needed Vocabulary and Concepts

Specialized Terms

Avoid Substitutions
Opportunities to Use
Multi-Skill Approach Plan
Structural Analysis

Multiple Meaning of Words

Known Words with Unknown Words

Avoiding Verbalisms by Teaching Concepts

Appraising Vocabulary Development Skills

Teach Specific Skills Needed to Organize and Use Information

Function Words

Understanding Sentences

Organizational Patterns

Listing (enumerative)
Sequential Order

READING IN THE CONTENT AREAS

Reading in the content areas refers to the reading of textbooks, and other informational materials related to a variety of subject areas.

Reading in the content areas helps students:

1. Gain information about a variety of topics of interest.
2. Better understand the world in which they live by gaining understanding of other people and other parts of the world.
3. Develop concepts and learn principles that they can apply throughout their lifetimes.
4. Keep informed about current advances in many areas; i.e., international relations, science, literature, mathematics and social studies.
5. Expand their vocabularies through exposure to a variety of materials written about many different topics.

READING IN THE CONTENT AREAS (Cont'd)

However, reading content area materials differs from reading basal materials in the following ways:

	Basal	Content Area
Vocabulary	Controlled Vocabulary	Non-Controlled Vocabulary Vocabulary Load Increased Vocabulary Contains Specific terminology, idioms, multiple meanings
Sentence Complexity	Sentence Structure is Controlled & Simplified	Complex Sentences with Connective Clauses
Ideas or Content Load	One Major Idea Throughout Story	Several Main Points and Numerous Details in Each Chapter to be Memorized
Author's Style	Consistent Throughout Story or Article	Varying Styles Within Chapters
Book Format	Table of Contents Straight Forward Presentation	Numerous Book Parts Fewer Pictures Smaller Print Graphic and Tabular Material
Reading Level	Controlled Readability	Uncontrolled Vocabulary Reading Level Usually Higher because of Vocabulary Load & Sentence Complexity
Reading Rate	Fairly Consistent Throughout	Flexible - Must be related to material and Purpose for Reading

For these reasons children will need special instruction in the use of various content area materials. It cannot be assumed that a child who has read little else besides a basal will have the skills necessary to read expository materials.

SPECIFIC STRATEGIES FOR HELPING STUDENTS READ CONTENT AREA MATERIALS

ARE AS FOLLOWS:

1. Develop the vocabulary and the concepts needed.

2. Teach specific skills needed to organize and use information presented in content area materials.

3. Use study guides.

4. Provide for varying abilities.

Develop Needed Vocabulary and Concepts

Upon entering school, children have a meaning/speaking vocabulary of several thousand words. A most important educational achievement within the school years is the progressive development of word meanings and the acquisition of the concepts formed by these words.

Within the different content areas the children will meet words which are unknown to him. There are words which are specialized, abstract or have different connotations and are beyond the child's actual experience level. The children's experiences with language helps them to acquire an understanding of the words. Therefore, it is essential that these words be presented, explained, discussed and reimforced so that they will become a part of the child's meaning/speaking vocabulary. An understanding of these words will help the student comprehend the material found within the different content areas.

Direct instruction will be needed to help students with a) Specialized terminology, b) Multiple meanings of words, c) Common words that are used in unknown ways. Avoid verbalisms.

Helping Students with Specialized Terms

Throughout content area reading, a technical vocabulary and specialized terms are used. Children will encounter a variety of multi-syllabic and foreign words for which they will need to know the pronunciation, spelling and meaning.

Teachers can facilitate the learning of specialized terminology in the following ways:

1. When a specialized term is called for, use it.

2. Use precise terms. Avoid substituting less precise terms. For example, if a process calls for "ordinal position", this term should be used rather than "place in line" or some similar substitute.

3. Provide opportunities for using new terms. Opportunities should be provided for using new terms in a variety of ways - reading, speaking, writing, drawing, etc. - to reinforce understanding. For example, if the students are studying photosynthesis they should utilize the word in their discussions, write the word (use it as a spelling word, or in report writing), make a chart showing the process of photosynthesis, etc.. As a result students will have a clearer understanding of words used in the content areas.

Help Students Develop a Multi-Skill Attack Plan

Students should be helped to develop an efficient, quick multi-skill plan for attacking unknown words such as the following which they can use independently when they encounter unknown words.

MULTI SKILL ATTACK PLAN (FOR UNKNOWN WORDS)

First	Try your context clues by quickly rereading whatever segment (line, paragraph, etc.) is necessary to provide you with a clue. If you need more help, move to the next step.
Second	Look for the largest structure in the word such as: root word, prefix, large syllable. If you find a possible root word, work out the adjoining affixes, endings, etc.. If you don't find the root word, attempt to make visual breaks by noting large syllables. Apply the attached syllable rules to them.
Third	Using your context again, try various pronunciations of the most likely word or syllable sounds. If nothing happens, try other sounds.
Fourth	Skip the word and continue on if it doesn't seem crucial to the meaning and doesn't appear often.
Fifth	If it seems important, check its pronunciation in your dictionary.

Emphasize Structural Analysis Skills:

When meeting long and unfamiliar words, it will be beneficial to students if they have a knowledge of common root words, prefixes and suffixes. If these common word parts and their meanings are taught, students will be better able to pronounce and understand the new words.

Structural Analysis Skills

Roots, Compounds & Contractions	Prefixes and Meanings			Suffixes and Meanings		
Instantly recognizes root words and added parts	dis	(not)	disappear	ish	like	foolish
	in		invalid	ent	one who	resident
	un		untrue			
Instantly pronounces or mentally responds to compounded elements	ir		irrelevant	able	capable	capable
	il		illegal			
	non		non-count	ible		edible
Instantly responds to contracted forms	counter	(against)	counteract	ance	state of being	arrogance
	anti	(against)	anti-war	ence		violence
	pro	(for)	pro-war	less	without	penniless
	pre	(before)	pre-test			
	post	(after)	post-test			
	Super	(above)	superman	ist	one who does a certain thing	scientist
	sub	(below)	suborbital			
	uni	(one)	unicycle			
	bi	(two)	bicycle			
	tri	(three)	tricycle			
	re	(again)	replace	ward	direction	northward
	semi	(partly)	semi-dressed			
	trans	(across)	trans-Atlantic			
	mini	(small)	mini-skirt			
	micro	(very small)	micro-skirt			

Structural Analysis Skills (Cont'd)

Prefixes and Meanings (Cont'd)

circum	(around)	circumnavigate
mis	(wrongly)	miscount
fore	(before)	forewarn
co	(with)	coauthor
photo	(light)	photograph
calor	(heat)	calorie
pedis	(foot)	pedestrian
geo	(earth)	geology
therm	(heat)	thermometer
bio	(life)	biography
hydro	(water)	hydroelectric

Suggestions:

1. Pupils may add prefixes or suffixes to words and tell or write how the added element changes the meaning of the word.

Example: happy - happy
not happy -

2. Children write prefixed or suffixed words to match definitions, as:

not sold for enough = __________ undersold

not able = __________ unable

3. Ask children to add a prefix or suffix to a word to make it convey the meaning of a given definition.

Prefixes:

___port - to send out of the port = export

___ability - not having ability = inability

Suffixes:

west ______ toward the west = westward

change ________ given to change = changeable

Suggestions: (Cont'd)

4. To build awareness of commonly used prefixes, suffixes and roots, create a bulletin board titled "Words of Tomorrow". Latin "roots" are often used in forming new words, especially in medicine and science.

Example: Supersonic - from latin "beyond" "sound"
Interstellar - " " "between stars"

Use the following latin roots and endings to make new words.

Example: Lunagriculture "moon" "farming"

Roots that are usually used as the beginning of a word:

super: above, beyond
nova: new
Infra: below, beneath
inter: between, among
extra: outside, beyond
trans: across, over
con: against
Pro: for
uni, unus: one
ante: before
multi, multus: many, much

Roots that are used either to begin or end a word:

luna: the moon
terra: the earth
sonic; sonus: sound
tempo, tempus: time

populus, popularis: the people
agri, ager: field, farm
cultura: cultivation
sanitas: health
natus, nate, nasci: birth, being born
res, reali: thing, of things
verus, verita(s), verity: true,truth

Endings to make your words sound like part of the English language:

-ic
-ure
-ist

-ar
-ion

Suggestions: (Cont'd)

Extension:

1. Teacher could add additional prefixes, suffixes, roots:

2. Use Greek forms:

Now, using the same rules, play the same game with these combining forms from Greek. Without realizing it, you may find that the words you make up already exist. For example, you might combine cardio and logos or logy to make cardiology, which refers to the study of, or knowledge of, the heart. What word would you create to mean "the form of a heart"?

Combining forms that are usually used at the beginning of a word:

anti: against
ecto: outside, external
endo: within, inside
meso: middle
arch, arche: first
hyper: over, above
geo: earth, of the earth
neo: new
un: not

Combining forms that are used either to begin or end a word:

Metro, metry: measure
morph: form
toxic, toxico-(a): poison
chronic, chrono: time
logo, logy: language, knowledge, or study
philo, phily: love, love of
sophy: wisdom, thought
anthrop(o), anthropy: man, mankind

Helping Students with Multiple Meanings of Words:

Students will find that a variety of words may have more than one meaning, depending upon the context in which they are used. Each of the words below has at least two significant meanings and some have as many as 15 to 17 different uses:

solution
difference
table
foot
cardinal
yard

An example of a word used in a variety of contexts is the word "table".

Students can be helped to extract the correct meaning of the word through the use of context clues.

1. We have all enjoyed the pleasures of the *table* too much.
2. There is a *table* next to the sofa in the living room.
3. Use the *Table* of Contents.
4. There is a table of weights and measures in the back of the dictionary.
5. The measure was placed on the *table*.

They should be able to use the following context clues to figure out unknown words.

a. *Definition Clues*: The word is actually defined in the sentence. (e.g. The legislators or lawmakers were elected every four years.)

b. *Contrast or Comparison Clues*: (e.g. Unlike Martha who was a spendthrift and never saved a dime, John was a *miser*.)

c. *Experience Clues*: Life experience tells the reader what is meant. (e.g. He tramped into the house with his muddy boots and sullied the new gold carpeting.)

Helping Students with Multiple Meanings of Words: (Cont'd)

d. Summary Clues: The paragraph contains a number of related ideas which reveal the meaning (e.g., The Bad Queen was sadistic. She enjoyed thinking up and using cruel tortures that would make even the strongest prisoner scream out in pain. Her pet hobby was pulling out the wings of tiny Lady Bugs.)

It is also helpful to provide direct practice in using context to discern word meanings. For example, students could be asked to bring in sentences in which there is an unrecognized word which they have figured out from context. Each student would read his or her sentence to the group, and discuss how the context helped determine word meaning.

Helping Students with Known Words with Unknown Meanings:

Prior to reading, the vocabulary words whose meanings are not revealed by the content need to be presented to the students and then discussed as to how they are used in the sentences given.

Example:

1. The Watergate plumbers were caught in the act.
2. Our country is run on a checks and balances system.

The students should then try to find meanings for the other sentences as they read.

1. When you are frightened your pupils got bigger.

_______________ Students in the class grow
_______________ The black portion of your eye enlarges
_______________ Your head doubles in size

Helping Students with Known Words with Unknown Meanings (Cont'd)

2. Almost every farmer grows some cash crop besides food for his family.

______________ Farmers plant coins which sprout and develop into money trees

______________ Farmers grow a particular plant which they will sell for money

______________ In their barns farmers compress wheat into dollar bills

Help Students Avoid Verbalisms by Developing Concepts

It is imperative that when a student is taught specific terminology, he has developed an understanding of the concepts taught, and is not just parroting meaningless information. In teaching terminology there must be a provision for discussion and examples of the words being taught, so that the student can visualize and internalize the overall concept.

Example: Sentence given by the teacher:
" A boycott is an effective weapon."

Possible student misconception:
"A boycott is a gun or sword."

The student associated only one type of meaning with the word "weapon". This association was made on the basis of his own experiences.

The student may then repeat the phrase "A boycott is an effective weapon." without the teacher realizing the misconceptions involved.

Help Students Avoid Verbalisms by Developing Concepts (Cont'd)

Since the formation of concepts is dependent on the child's direct experiences it is imperative that the teacher aid understanding by making use of concrete materials, visual aids and discussion techniques that not only clarify the concepts but also allows for their application.

The following chart ranks techniques for building concepts from most effective to least effective. As noted the most effective means are those which provide for maximum sensory experience.

Through environmental and learning experiences, the child forms impressions which are then placed into meaningful patterns. From these he begins to form concepts, or ideas, which are organized in categories; e.g. object (dog), event (wedding), process (water cycle), property (size), class (fish), symbol (π). Once he learns to organize or see the relationships among concepts, he then can form principles, or generalizations; e.g. when oil and water are mixed, the oil will float on top of the water.

Help Students Avoid Verbalisms by Developing Concepts (Cont'd)

Complete abstraction uses only one sense	Verbal Symbols	
Involves only one sense: seeing	Visual Symbols	Least Effective Learning
Involves only one sense: hearing	Recordings, Radio Still Pictures	
Involves only two senses: seeing and hearing	Motion Pictures Television	
May involve all the senses	Exhibits Field Trips (planned sensory experience) Demonstration (Teacher performed)	
Involves all the senses	Dramatized Experience (plays, puppet shows) Contrived Experience (models, specimens) Direct Purposeful Experience (experiments)	Most Effective Learning

Help Students Avoid Verbalisms by Developing Concepts (Cont'd)

The following steps are suggested for developing concepts:

*Step 1. Specify terminal behavior after he has learned concept.

Step 2. Decide on the number of important attributes or characteristics of the concept to be learned.

Step 3. Establish the vocabulary necessary for learning the concept.

Step 4. Present examples and non-examples of the concept. (Keep a specific example before the students at all times as a basis for comparison)

Step 5. Present the examples simultaneously or in close succession.

Step 6. Allow the learner to generalize - present a new example (perhaps a more difficult one) and ask the learner to identify it as an example or non-example of the concept. (He has learned the concept if he can identify it as a new positive example)

Step 7. Verify the learning of the concept by presenting additional examples and non-examples.

Step 8. Have the learner define the concept if this is required by your terminal performance.

Step 9. Provide opportunities for student responses and reinforce these responses during Steps 4-8.

Appraising Vocabulary Development Skills

Appraising Structural Analysis:

Can the child recognize root words in derived words? (Information)
Can he recognize compound words? (cupcake)
Can he analyze and define words made up of familiar roots, prefixes, suffixes, and inflectional endings? (predated)
Can he add necessary prefixes, suffixes, and inflectional endings to words to give these words the appropriate meaning and form necessary in the sentence? (Can't stand it! un+bear+able)

Appraising Syllabication:

- Can the child identify the number of syllables he hears in a word?
- Does he know that the number of sounded vowels in a word indicates the number of syllables?
- Can he apply the syllabication generalizations to words when dividing them into syllables?
- Is he aware of the effect of accent in words of more than one syllable?
- Can he apply common accent generalizations?

Appraising Vocabulary Acquisition:

- Can the child write, give, or find the correct word when the definition is given?
- Can he give the meaning of a new word?
- Can he use the new vocabulary words in writing sentences and in conversation?

Specific Skills Needed to Organize & Use Information Presented in Content Area Materials

In content area reading students will be asked to locate, analyze and evaluate information from a variety of sources. Many of the skills needed such as locating answers to a specific question, drawing conclusions, making judgements, finding the main idea, etc., have been presented as part of the basic reading program. For the most part, however, children have practiced these skills using narrative materials. Therefore, it is necessary for the teacher to reteach these skills in a way that will help children apply these skills to content area materials.

Skills such as outlining, SQ3R notetaking, using visual aids, adjusting rate to purpose are needed and have been discussed in the Study Skills section of this guide.

In addition understanding function words and basic patterns of organization help students understand the author's message.

Function Words

Function words are the coordinators or convectives (articles, prepositions, conjunctions, pronouns, verb auxiliaries) of the English language. When isolated these words have little meaning. In context however, they are important because they:

1. Determine precise meaning.

Function Words: (Cont'd)

"Because the Senator listened to his friends' advice, he was convicted."

"Although the Senator listened to his friends' advice, he was convicted."

The above sentences have different meanings. Since the sentences are almost identical, it is the function words that determine the precise meaning of each sentence. In the content areas especially, determining precise meaning is important.

2. Explain the relationship among words, phrases and sentences.
    a. Because, since, so that - indicate cause & effect.
    b. If, when, although - suggest condition.
    c. While, whereas - indicate conrast.
    d. As before, when, after, during, while, etc. - state time relationships.
    e. However, therefore, nevertheless, in conclusion, etc. - introduce parallel ideas.

Specific instructions in using function words should be provided. The following principles can help guide students in the correct usage of function words:

1. Connectives should be taught within the framework of the content area being taught with direct instruction provided by the teacher.

2. The students must have continuous exposure to these connectives if they are to learn and understand their function.

3. The instruction of the function words is more meaningful when taught in context rather than as isolated, meaningless words.

Function Words: (Cont'd)

Specific suggestions for teaching function words are as follows:

Prepare a chart such as the following for handy reference.

Function Words

Function Word	Explanation	Example
	Positive Relationship	
and	indicates a positive relationship between one part of a sentence and another	Seeking wealth and religious freedom were two reasons for westward expansion
	Contrast	
but in spite of however even though yet although	Indicates a contrast or difference between one idea and another	The colonists were not against taxation, but they resented "taxation without representation." Although they lost the battle, they won the war.
	Cause and Effect	
because since so that consequently therefore	indicates one thing is caused by another	Since variables affect the outcome of an experiment, scientists try to control them.
	Condition	
if unless although while however	indicates one thing is caused by another	If five and three is eight, then three and five must be eight.
	Parallel Ideas	
therefore nevertheless while hence accordingly similarly on the other hand in conclusion both - and not - only but - also	indicates ideas which are similar	Not only will you draw the map of Europe, but you will also label the countries.

Function Words: (Cont'd)

Function Word	Explanation	Example
	Mood	
would could will can	indicates desire to do an action, positive or negative	A plant can grow for a time without soil, if placed in the proper environment
	Spatial Relations	
under over in into from	explain relation of space and direction - where and when things happen	Under the leadership of Cortez, the Spanish conquered the Aztecs. Slaves were brought to the colonies from Africa.
	Time Relations	
the moment that/ will have am before after when during while	verbs or words which tell sequence of events	Thousands of soldiers died during the battle of Gettysburg. After the invention of the printing press, books were more readily available to the common man.

Types of Signals

Students should be helped to learn that, although connectives have little or no meaning themselves, they are used to signal certain kinds of messages. The classifications below, sometimes overlapping, are useful to the learner if time and energy are put into thought and practice.

Go Signals: Go or coordinating connectives inform the reader that he or she is going to meet another equivalent idea that will continue the same line of thought. For example: At the zoo they visited the elephants and then they went to the bird house. Some of these connectives are called sequence signals, for they join a number of coordinate ideas. For example: At the zoo first they visited the elephants and next the bird house. The most common go signal is and. Others include:

first, second, third, etc.
next
not only but also
more than that
furthermore
likewise
in addition
similarly
moreover
at the same time
also

Caution Signals: A number of connectives tell the reader to read the next point but to get ready to stop and pay especially careful attention to it. These connectives are conclusion and summary signals.

thus
therefore
consequently
accordingly
in retrospect
hence
in conclusion
in summation
in brief
as a result

Types of Signals (Cont'd)

Turn Signals: A group of connectives warn readers that they are about to read a different view, an opposing idea, or a change in the direction of the discussion. For instance: The Senator talked about human rights, *yet* he voted against the civil rights bill. The most common turn signal is *but*. Others include:

- yet
- on the contrary
- nevertheless
- meanwhile
- notwithstanding
- on the other hand
- otherwise
- in spite of
- although
- despite
- conversely
- however

Stop Signals: There are a group of connectives that signal the reader to stop and pay careful attention to what follows, for it is of special significance. These connectives appear to reflect a quality of certainty and authority. For example: *Undoubtedly*, the most important advancement in Renaissance Europe was the Gutenberg printing press. Others include:

- without question
- significantly
- without doubt
- hereafter
- without precedent
- unquestionably
- absolutely
- whenever

Words Signaling Comparison:

- both
- alike
- similar
- but
- different
- on the other hand
- same
- other
- however
- although

Words Signaling Classification:

- many
- few
- any
- also
- some
- several
- sometimes
- another
- others

Types of Signals (Cont'd)

Words Signaling Sequences or Lists:

first
next
to begin
second, third, etc.
then
finally
after that

Words Signaling Cause and Effect:

because
reason
if
since
why
due to
then
therefore

After familiarizing students with signal words and their purpose, tell them that they are going to take part in a "Signal Word Hunt." Using the printed materials you give them, they are to search for sentences containing signal words. If you wish, restrict the game to one of the signal word categories such as words that signal comparison. After students have had practice with the four major categories individually, you can ask them to look for no more than three sentences containing signal words in the category assigned. After writing the sentences, they should extract the signal words each sentence contains, and write a new sentence containing the signal words.

To develop an understanding of time relationship words have students act out the following sentences.

a. While Ms. Walker jogged along the road she admired the flowers.
b. Ms. Walker jogged along the road admiring the flowers.
c. Ms. Walker admired the flowers as she jogged along the road.
d. Ms. Walker admired the flowers as she jogged along the road.

Understanding Sentences: (Cont'd)

"Then another man made a cottongin and patterned it, or gained from the government the sole right to make and sell it."

Children should be helped to develop a pattern for attacking sentences such as the above.

Durkin suggests the "divide and conquer method" which asks the student to find the core sentence

subject	verb	object
Another man	made and patented	cottongin

1. Additional instruction would include a) calling attention to or which signals an explanation; b) writing the definition of patent = permission from government to make and sell something.

2. Another technique is to a) find the core sentence;

subject	verb	object
Congressman	could continue	____

b) ask leading questions such as when, where, why, how.

Example: (where) in office (when) until March (why) the old system was ended.

c) call attention to (even though) which signals a turn or a change from what they are reading.

Recap: A Congressman could continue in office until March even though he had been defeated because the old system was ended.

d) Look at the signal (by which) which indicates an explanation of the system.

Recap again.

Noting Organizational Patterns:

Grasping the author's organizational plan also helps students get meaning from factual materials. By not knowing the thought pattern of a particular section, students may fine themselves bogged down with meaningless details. If students can readily identify an organizational pattern and concentrate on that, a better understanding of ideas will occur.

In factual writing the following organizational patterns predominate.

1. Simple listing (enumerative order)
2. Time order or sequential order
3. Cause - effect
4. Comparison - contrast

Enumerative Order:

A main idea is stated. To prove the main idea the writer enumerates (lists) a number of examples in the following text. The ideas are not listed in any special order. They do not have to be remembered in any special order. There may be examples and examples to prove examples beginning such as:

Several important features of ______________

____________ is unique in 3 ways.

are indicators of enumerative order.

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Enumerative Order: (Cont'd)

Three steps are needed for successful reading of the enumeration pattern: 1) recognition of topic or subject, 2) recognition of subtopics, 3) organization and details related to subtopic.

Students able to read the enumeration pattern correctly should be able to make a basic outline of the material as follows:

I Main Head/Topic
    A. Subtopic
    B. Subtopic
        1. Detail
        2. Detail
    C. Subtopic
II Main Head/Topic

Time Order or Sequential Order:

Time order is similar to enumerative order except that the ideas that prove the main idea are written in sequential order according to when they occurred. It is important to remember the ideas in the order stated for the ideas to make sense.

In science this pattern of writing is used to explain the steps of a process or to present the steps in an experiment. Careful and Precise Reading is indicated.

In social studies a chronology of events is often presented for the purpose of supporting a larger concept.

Time Order or Sequential Order: (Cont'd)

Students can demonstrate their understanding of the chronology of events by making a time line and heading it with a title that encompasses the reason for the chronological development.

Cause - Effect:

A main idea is stated. The supporting statements give reasons why the main idea is true or happened.

Because, the reasons why --- ; Since --------- it was necessary to -----; In order to ------ - are some of the signals used to indicate cause and effect relations.

To read such information the student must locate " what happened?" or the effect(s) and then ask the question "why" to locate the cause(s)

Teachers can help students to make sense of the cause and effect pattern by presenting study guides that encourage students to separate ideas into two columns - what happened/why.

Comparison - Contrast:

The topic sentenc states the topics to be compared or contrasted. The supporting details show how the topics are alike and/or different.

Key words and sentence types:

1. __________ and __________ are very much alike.

2. If you read about ________ and ____________ you will see both similarities and differences.

3. __________ and ____________ are built in different ways.

Comparison - Contrast: (Cont'd)

Comparison signals the reader to note likenesses and differences. Contrast signals the reader to note only differences.

To attack materials with a comparison-contrast organizational format, students must be able to 1) isolate the 2 groups, 2) note whether there is comparison and/or contrast, 3) list the likenesses and/or differences under appropriate group.

Study Guides

Study guides are a way of structuring learning in order to help students gain important understandings from content area materials.

Study guides can be structured to provide a purpose for reading, highlight concepts to be learned, develop needed vocabulary, develop specific reading skills needed to complete an assignment, indicate patterns of approaching a particular type, simplify material to be read, and diversify instruction.

Through study guides, teachers can adopt ideas developed in texts to suit the needs of the students.

For the student, a study guide serves as a "private tutor". It guides reading and answering questions in a way to insure success. This builds confidence. It also helps children develop necessary patterns of performance which lead to independence in learning.

The following are various sections of study guides which illustrate how different skills and concepts can be developed by means of this technique.

Teachers are encouraged to vary patterns and format and to make up study guides best suited to their students' needs.

It should also be noted that study guides are not tests. They are to help students get the right answers and correct ideas. Therefore, it is usually a good idea to provide an answer sheet or some self correcting measures with the guides.

Skill - Development of Vocabulary:

This part of this particular guide introduces the student to key words necessary for comprehending the material to be read. By isolating words in this manner the teacher is focusing attention on them. Since these words are part of a guide, the student can refer to them easily while reading the assignment.

Vocabulary:

Water can soak through many materials. It soaks easily through sand and soil. This is because there are plenty of little spaces in between the grains of sand and soil. We say that sand and soil are porous.

But glass is different. Glass does not have holes or spaces big enough to let water through the glass. We say that glass is nonporous.

1. Having tiny holes through which liquids go ________ Porous
2. A solid through which liquids cannot go - no tiny holes ________ Nonporous

- or -

1. Porous ____________________ having tiny holes through which liquids go

   ____

2. Nonporous ____________________ a solid through which liquids cannot go - no tiny holes

   ____

Skill - Understanding "Key" Math Words:

Starting a study guide in this manner helps to facilitate the development of the mathematical vocabulary needed to solve word problems.

Skill - Understanding "Key" Math Words: (Cont'd)

Before solving each word problem listed below check the key words listed below to be sure you are using the correct process.

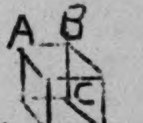
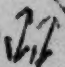
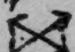
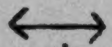
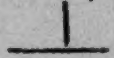
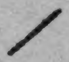
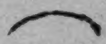
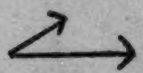
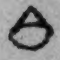
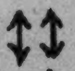
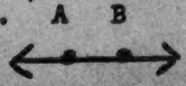
Addition	Subtraction
how much	less than
how many	how many left
plus	remainder
in addition to	
total	
sum of	

Multiplication	Division
times	goes into
of	equal parts

Skill - Literal Recall of Terminology and Symbols:

In this guide the students are given a visual aid to match to a corresponding term. This facilitates the learning of important terminology.

Relate the diagrams to the vocabulary by putting the number from Column I before the diagram related to it in Column II

Column I	Column II
1. Perpendicular line	______a.  not parallel not intersecting not in same plane
2. Intersecting lines	______b. 
3. Parallel lines	______c. 
4. Line segment	______d. 
5. Oblique Line	______e. 
6. Ray	______f. 
7. Cone	______g. 
8. Arc	______h. 
9. Angle	______i. 
10. Oblique parallel	______j. 
11. Skew lines	______k. 

2.35

Skill - Locating Answers and Questions:

Students are asked to locate answers to specific questions. Pages are provided to indicate where answers may be found. This is particularly helpful to the slower child.

Find the answers to the questions listed below. The page, paragraph, and sentence clue will help you. Write your answers beneath the questions.

1. Where did the Colonists get most of their furs? (p 125-1-2)
2. What products grew well in Maine? (p 125-0-1)
3. What was most New England land like when the Pilgrims came? (p 125-3-1)
4. Who was the first man to discover the fishing grounds off the coast? (p 126-1-1)
5. Where did the Colonists sell much of their fish? (p 126-2-2)

Skill - Aided Recall of Important Facts:

This type of study guide focuses attention on the main facts to be gleaned from the text.

HOW SUGAR CANE IS GROWN

Sugar cane often grows twelve feet talle. It looks somewhat like corn before the ear begins to grow. The main stem of the full-grown plant is often two inches thick. It is full of sweet waterlike juice. Sugar is made from this juice.

1. Sugar can sometimes grow to be ____________________. 12 ft tall
2. The main stem of the full-grown plant is often _______________ thick. 2 inches
3. ______________________________ is made from the sweet waterlike juice. sugar

Skill - Literal Recall, Details:

In this study guide students are helped to associate important persons and events. Page numbers help students locate and check answers easily.

In Column I are listed some early American patriots. In Column II you will find what they did listed. Match them, by inserting the number next to the patriot beside the statement under Column II which will correctly identify the patriot. Your attention is directed to the specific pages in the text listed next to the names.

Column I

(193) 1. Patrick Henry

(192) 2. John Hancock

(192) 3. Paul Revere and
4. William Dawes

(193) 5. John Adams

(193) 6. Dr. Benjamin Franklin

(192) 7. Samuel Adams

(193, 205) 8. Thomas Jefferson

(199) 9. John Paul Jones

(184, 204) 10. George Washington

Column II

_____ Boston lawyer who was a loyal patriot, helped write the Declaration of Independence, and became our second president.

_____ Boston patriot, leader of Minutemen, first to sign Declaration of Independence.

_____ Commander-in-Chief of the Revolutionary Army; our first president.

_____ Virginia representative to House of Burgesses, remembered for his passionate words: "give me Liberty or give me Death!"

_____ Did much for our struggling young navy and won important sea battle.

_____ A man whose flaming pen fired Boston patriots into open rebellion. Organizer of the Minutemen.

_____ Chief author of Declaration of Independence: 3rd president

_____ Great statesman, writer, patriot, inventor; helped write both Declaration of Independence and Constitution.

Skill - Seeing Relationships and Drawing Conclusions:

This type of study guide forces the student to recognize major difficulties encountered during the was, to associate names and places with important events, and to recognize the solutions to problems.

Since some of the problems were not solved and some problems had more than one solution - study guide forces students to become actively involved in selecting answers.

Washington's army met many difficulties during the long years of the War. Listed below, in sections, are some problems which had to be dealt with, names and places that can be associated with these problems, and possible solutions to these problems.

For each problem in Section I, you are to select from Section II, any names which can be associated with that problem. Put the letter next to it beside the problem. From Section III, you are to select the appropriate solution to each problem, and place its letter beside the problem. You may find more than one from each section.

Remember: Some of these problems were never solved and therefore you will have no answer. You may use this textbook and any other resource book.

Skills - Seeing Relationships and Drawing Conclusions: (Cont'd)

Section I: Problems and Difficulties

______1. Uniting the Continental Army under a common purpose; namely, independence, rather than just the rights of the colonists.

______2. Not enough guns, cannons, or ammunition to fortify Boston.

______3. No uniforms, gun or ammunition that were standard for all the soldiers.

______4. Long winter spent in cold without heat, sufficient food.

______5. Congress quarreled among themselves and could not agree how much each state should pay for the Army's supplies of food and clothing.

______6. Not enough money or experienced officers in the colonies to finance the long war, or lead it expertly.

______7. No Navy.

Section II: Names and Places

A. Philadelphia
B. Valley Forge
C. Thomas Jefferson
D. Ethan Allen
E. Trenton
F. Benjamin Franklin
G. Lafayette
H. John Adams
I. Second Continental Congress
J. The French
K. Privateers
L. John Paul Jones

Section III: Solutions to Difficulties and Problems

M. Battle of Fort Ticonderoga; capture of British cannon which was dragged by oxen over the mountains and wilderness to Boston.
N. Washington used his own money to clothe and feed his soldiers.
O. Capture of British guns, ammunition, and food supplies at Trenton.
P. Second Continental Congress voted to declare independence in June, 1776.
Q. Congress voted money for soldiers' uniforms.
R. Privateers, or sea raiders, raided British ships, captured men, supplies, and ships.
S. Declaration of Independence, publicly announced, Liberty Bell in Philadelphia pealed out its excitement.

Skill - Distinguishing Relevant and Irrelevant Facts:

Drawing Conclusions:

This guide describes a skill needed to read science materials. It explains to the student how this can be done and then provides practice in using the skill.

In reading science material, it is necessary to be able to select important facts to be remembered from the unimportant ones. This can be accomplished by using the chapter title and the subtitles in reading. In reading, you should try to relate the facts that you read to these ideas and discard those that don't relate.

Below are listed several subtitles from your reading and facts that are included under each. Check details you feel are important to the reading.

Chapter Title - "Behavior of Matter"

1. "All matter is made up of elements."

______a. Not all metallic substances are elements.

______b. By 1962 scientists had produced 11 elements.

______c. Elements are the simplest form of matter.

______d. Elements are divided into two main groups - metals and nonmetals.

______e. Most metals can be hammered into thin sheets and stretched into fine wire.

______f. Metal mercury in its ordinary state is a liquid.

II. "All elements are made up of atoms."

______a. An atom is the smallest particle of an element.

______b. Experimentation has led to the conclusion that hydrogen atoms are the lightest and uranium atoms are the heaviest.

Drawing Conclusions: (Cont'd)

_______c. Scientists have discovered that the atoms of one element are all the same size and the same weight.

III. "Atoms are composed of different particles."

_______a. An atom consists of two main parts, the nucleus and the electron cloud.

_______b. The nucleus is made up of particles called protons and neutrons.

_______c. A proton is 1836 times as heavy as an electron ...

_______d. .... and a neutron is 1837 times as heavy as an electron.

_______e. The electron cloud is made up of particles called electrons.

With details drawn from reading we are able to incorporate them into large ideas called "concepts". Below are some concepts. Check those you feel could be selected from the details selected above.

_______1. Elements are the simplest form that matter can take.

_______2. Grouping of elements cannot be done.

_______3. Elements are composed of atoms which are always alike in the same element.

_______4. The nucleus of an atom is made up of protons and electrons.

_______5. An atom consists of protons, neutrons and electrons.

Skill - Understanding and Applying What is Read:

In this guide basic principles are highlighted students are then given practice in recognizing the practical application of these principles. Since more than one principle may apply to each statement children must give much thought to each answer.

Below are five principles and nine statements. In front of each statement, write the number of the principle or principles which apply to that statement.

PRINCIPLES:

1. Warm air holds more moisture than cold air.
2. Altitude affects temperature.
3. Humidity affects man's comfort.
4. Warm air is lighter than cold air, and is often forced upward by cooler air.
5. It takes much longer for a large body of water to become warmed by the sum than it does for the land.

STATEMENTS:

_______A. In the winter, moisture often appears on the inside of the windows of the classroom.

_______B. It is usual on a hot summer day for clouds to form some distance above the earth's surface.

_______C. A 90° temperature in the desert would be more comfortable than a 90° temperature in the Mohawk Valley.

_______D. If the air in a room is perfectly still, the smoke from a cigarette will usually rise.

_______E. On a hot humid June evening, air from over the land moves over the ocean. A fog occurs.

_______F. You come into a warm room from outside on a cold winter's day, and moisture condenses on your glasses.

_______G. In the winter months, moist air from the Pacific is carried over the mountain ranges of the Northwest coast. These winds are deflected upward. Clouds form and rains are frequent.

STATEMENTS: (Cont'd)

_______H. Thunderclouds are likely to form on hot humid summer afternoons. They may grow upward and become thousands of feet high. Hail, as well as rain, often falls from these clouds.

_______I. You can see your breath when you exhale on a cold winter day.

Skill - Proving Answers:

A study guide set up in this fashion provides motivation and guides students to use several sources to find evidence that would indicate the validity of a statement. Students are also encouraged to do inferential thinking and make judgements as answers may not be directly stated in any one source.

You have seen some of the problems with which Washington and the young country had to deal; the problems were so great that you may well wonder how the Revolutionary War was ever won by the Americans instead of the British. You may use your text or any other source.

Circle any of the following statements which may be true.

STATEMENTS:

1. The British had a superior navy and a superior army.
2. Both the army and the navy on the British side were well supplied.
3. British officers and generals were very patriotic and eager to win the war for their King.
4. British officers, such as Howe and Cornwallis, were brilliant soldiers and fought a well-planned war.
5. Washington took advantage of any situation he found: Christmas morning he struck at an unsuspecting and sleeping British Army at Trenton; at Yorktown, he trapped Cornwallis.

STATEMENTS: (Cont'd)

6. Washington's armies were ill fed, ill clothed, and poorly armed.

7. The young country required very short enlistments of 3-6 months for its soldiers; as a result, there was a great turnover of men, and Washington could not depend upon the size or strength of his army.

8. There were so many deserters in Washington's army, as well as soldiers who left because their enlistments had expired, that in a few months time at the beginning of the war, his army was reduced in size by almost 4,000.

9. Congress voted enough money to make the Continental Army the best equipped and best fed in the world.

Skill - Enumerative Order:

This study guide aids in the recalling and organization of details. This guide is also self correcting, which provides immediate reinforcement of what is learned.

Read the following selection. Then read the phrases below. Place an (A) beside each phrase that tells about the market place, a (B) beside each phrase that tells about the mountain slopes, and a (C) beside each phrase that tells about the village. When you complete your answers, check them with the answers given on this guide.

PARAGRAPH I The Market Place

PARAGRAPH II Mountain Slopes

PARAGRAPH III Village

tea plantations		B
sanded yards		C
muddy fields		B
narrow lanes		A
public storehouse		C
articles for sale		A

Skill - Recognizing Main Topics and Subtopics:

This study guide can be used with two different groups of students. The first guide gives the students all the minor details of a section and they are to determine what the main topic is, using those ideas. The second guide, for more able students, asks the student to differentiate between major and minor ideas. The guide is self-correcting.

Read the paragraphs carefully. The two major ideas have not been given. Look over the minor ideas and then write the major ideas. When you have finished, check your major ideas with those which have been given on the guide.

HOW SUGAR CANE IS GROWN

I. ______________________ Raising Sugar Cane

   A. Land is plowed
   B. Parts of stem planted
   C. Fields cultivated often
   D. Cut in October or November

Read the selection which has been given to you. Fill in the major and minor ideas. When you have finished, check your answers with those which have been given on the guide.

HOW SUGAR CANE IS GROWN

I. ______________________	Raising Sugar Cane
A. ________________	A. Land is plowed
B. ________________	B. Parts of stem planted
C. ________________	C. Fields cultivated often
D. ________________	D. Cut in October or November

Skill - Cause and Effect:

Students are helped to differentiate between cause and effect. They are also given the page number on which the correct answer can be found. This type of study guide is particularly good for students who have problems with reading.

CAUSE AND EFFECT

Read the statement. Read the page in your book to find the cause for each effect. Select the best cause from those listed at the bottom of the page. Write it on the line after the page number.

1. Cause: (p. 125)________________________________
   Effect: The Pilgrims cut down trees.

2. Cause: (p. 125)________________________________
   Effect: The colonists brought boatbuilders from England.

3. Cause: (p. 125)________________________________
   Effect: Some farmers grow cranberries.

4. Cause: (p. 127)________________________________
   Effect: The fishing banks make good fishing grounds.

Skill - Matching Cause and Effect:

In this study guide, students are presented with interacting causes and effects and are asked to differentiate between the two.

Below are listed some causes and some effects which, because of their interaction upon each other, finally resulted in the start of the Revolutionary War. Read them over carefully. Match the cause with its effect by putting its number in the blank next to the effect. You will notice that in turn, some effects lead to events listed under causes. Put its number in the space provided for it. Use your textbook.

Skill - Matching Cause and Effect: (Cont'd)

	Causes		Effects
______1.	News of the battles at Lexington and Concord spread through all the colonies.	______1.	Colonists refuse to follow trade laws or pay stamp tax.
______2.	New Trade laws and new taxes made for colonies by England.	______2.	Stamp Tax repealed.
______3.	British keep soldiers in the colonies after French and Indian War.	______3.	New taxes, including tax on sugar, levied on colonies to help pay for King's Army in America.
______4.	Colonists become very angry over stamp tax, crowds burn tax offices and feelings run high against England.	______4.	General Gage closed Port of Boston and his soldiers took over Boston.
______5.	The Boston "Tea Party."	______5.	Patriots throughout the colonies began preparing for war.
______6.	Trading stopped in Boston by order of the King.	______6.	Patriots in other colonies send supplies and food to Boston.
______7.	Feeling throughout colonies runs high and they decide they must band together to present their case to the King.	______7.	Minutemen line up on Lexington Green.
______8.	Paul Revere and William Dawes had a mission: A "Ride".	______8.	A war had begun with "the shot heard 'round the world", on April 19, 1775.
______9.	At Lexington, British and the Minutemen exchange shots.	______9.	First Continental Congress meets in Philadelphia, 1774, with representatives from all colonies except Georgia.

Skill - Identifying Contrasting Elements within a Story:

Contrast is an important element in this particular story and must be fully understood to appreciate the story. Writing a study guide in this manner helps the student pinpoint and identify contrasting elements with the story.

There are many examples of contrast in this story. List some details showing different kinds of contrast. The pege, column, and paragraph are given to identify the location of your answer.

	Situation	Contrast
A.	Peace and quiet inside the house (550,1,1)	Disturbance outside (details)
B.	The family's remote situation. (550,1,3)	Their communication with the world. (details)
C.	The appearance and manner of the stranger when he arrived at the house. (550,20,2)	His manner after he entered the house. (details)
D.	The host's comment that the family had a sure place of refuge in time of danger. (551,1,4)	What is the contrast?
E.	The solitary life of the stranger. (551, 1,4)	The unity of the family. (details)
F.	The stranger's ambition in life. (551,2,1)	In death? (details)
G.	The actual location of the house and the father's occupation. (552,2,1)	What is the contrast?
H.	The little boy's wish. (552,2,5)	What would have happened if they had followed the boy's plan?
I.	What the family thought would happen when the slide started. (554,2,2)	What did happen?
J.	The stranger's ambition.	What is the contrast?

Skill Sequencing and Following Directions and Drawing Conclusions:

In this study guide, students are given a series of written directions which are very explicit. By following the directions, the students are asked to sequence steps of an experiment and to draw conclusions based on data collected.

To do any experiment, it is always important to realize what steps are to be followed. Read the activity once more, now for sequence of steps to follow. After you have done this, put the mixed up steps listed below in the order that you would do them in lab. Indicate their order by numbering the first step "1" and so forth.

________fill a beaker half full of water
________pour the water from the beaker into the funnel
________take out a sheet of paper
________record taste
________mix a teaspoon of sugar and sand on a sheet of paper
________taste the liquid that comes through
________examine the mixing results of sand and sugar with a magnifying glass
________record their descriptions
________put a little of the sand and sugar in the beaker and stir

Do the lab following these steps:

An important part of any experiment is being able to interpret the data gained from it. Below are listed some interpretations that might be stated from this experiment. Check those that you feel can be made from the data you collected.

_____a. When sand and salt are mixed, you cannot see single grains of each alone.
_____b. Because the grains still look the same as before mixing, the physical properties have not changed.
_____c. When the sugar, sand, water combination was poured into the funnel everything went through.
_____d. The putting of sand and sugar together by mixing must have made a mixture, not a compound.
_____e. To make a compound some outside source of energy is needed.
_____f. Mixtures can be broken down by easy, ordinary means and when separated from each other, the properties have not changed.

Skill - Sequence:

In this guide students are helped to familiarize themselves with an important person and the events which shaped his life. A listing of pages on which the student will find the information will aid the slower students who have a difficult time retaining information.

Below are 12 statements dealing with George Washington's life. They are not in the correct order of sequence. Read them over carefully. You are to put them in the order in which they happened by numbering 1-12 next to each statement. You may consult your textbook, pages 183-93. The first has been done for you.

________a. Lord Fairfax of Virginia hired George Washington to do survey work for him in that colony.

________b. Washington became a major in the Virginia army.

________c. George had only a few years of schooling after his father died, but he learned the 3 R's.

________d. At the end of the French and Indian War, at age 26, he married Mrs. Martha Custis, a wealthy widow

________e. The Second Continental Congress decided to raise an army to defend the colonies and chose George Washington to be Commander-in-Chief.

________f. Washington studied and experimented with scientific farming at Mt. Vernon.

________g. He was a representative to the House of Burgesses.

________h. Governor Dinwiddie of Virginia sent Washington on a mission through the wilderness to the French Fort, "le Boeuf", near Lake Erie.

________i. General Braddock, leader of the British Army, and accompanied by a young officer named Washington, was killed in battle with the French and Indians.

Skill - Sequence: (Cont'd)

_______j. St. Pierre told Washington that he refused to leave the lands around Lake Erie, Ohio River and Mississippi River, "French have first claim!"

_______k. Washington always accepted the responsibility entrusted to him, used good judgement, did his job, and did it well.

_______l. He learned how to take care of himself in the wilderness.

Skill - Thinking Through Math Problems:

This study guide helps students to sort out information needed from information given. It also helps students attack word problems in an orderly manner.

Read the problem. Answer the questions that follow carefully. They will help you solve the problem

Problem:

Mrs. Brown is having a party for 20 people and needs to go shopping for cold cuts. She wants to buy ham, turkey, roast beef and salami. She needs 1 1/2 lbs ham, 1 lb turkey, 2 lbs roast beef and 1 1/2 lbs salami. She took $20.00 to the store with her. The prices for the meats are: ham - $1.34 per ¼ lb, turkey - $1.57 per ¼ lb, roast beef - $1.99 per ¼ lb, and salami - $1.05 per ¼ lb. How much money will she need to spend on the cold cuts?

1. What do we want to find out?

________the number of people invited
________the cost of 1¼ lbs ham
________the cost of 1 lb turkey
________the price of ham
________the cost of 1½ lb salami
________the cost of 2 lb roast beef
________amount of meat per person
________the kinds of meat needed
____

1. What do we want to find out? (Cont'd)

_______the total cost of all the cold cuts

2. What information is given to help us find out what we want?

_________the number of people invited
_________the price of each meat
_________the weight of meat needed

3. What is the best way to determine the cost of ham?

Multiply $1.34 by a) 1 1/2
b) 3
c) 3/2

4. What steps should be taken next to solve the problem?

_________subtract the total spent from $20.00
_________find the cost of each meat
_________call off the party
_________add up the cost of each meat and determine the total money needed
_________subtract the total

Skill - Understanding Meaning of a Poem:

This study guide provides a format for understanding the ideas presented in poems. This type of guide makes use of question words as well as descriptive words.

Read the three poems below. Next read through the idea line. You are to decide who each of the ideas in each of the rows goes with. Write the name on the line provided. When you have finished, check answers with those on the guide.

Skill - Understanding Meaning of a Poem: (Cont'd)

THE WOODPECKER

The woodpecker pecked out a little round hole
And made him a house in the telephone pole.
One day when I watched he poked out his head,
And he had a hood and a collar of red.
Then the streams of rain pour out of the sky,
And the sparkles of lightning go flashing by,
And the big, big wheels of thunder roll,
He can snuggle back in the telephone pole.
(Elizabeth Roberts)

GOOSE

All by himself he flies along
Way up above our tallest spruce,
And sings a little honking song
To show he's glad to be a goose.
(Ruth Dixon)

THE CAMEL

For centuries in desert lands
The camel tramped the burning sands;
No other brute could stand the heat,
No other had well-padded feet.
But now he doesn't travel far,
The Arabs use a motor car.
(Clara E. Randall)

Read the three poems which have been given to you. Fill in the following idea line with the information from the poems. All of the spaces will not be filled in. Check your answers with the guide.

WHO	WHAT	WHERE	WHY
________	____________	__________	____________

Skill - Understanding Meaning of a Poem: (Cont'd)

WHO	WHAT	WHERE	WHY
woodpecker	pecked a hole	telephone pole	to make a house
woodpecker	snuggled in a house	telephone pole	storm
woodpecker	hood and collar of red	____________	______________
goose	flies	above the spruce	______________
goose	sings a song	____________	to show he's glad to be a goose
camel	tramped the burning sands	desert lands	could stand heat well-padded feet
camel	doesn't travel far now	desert	Arabs use motor cars

Skill - Evaluating a Story:

E- Excellent, F-Fair, P-Poor

Setting	Pupil	Pupil	Teacher
1. The reader has a sense of when the story takes place.	_____	_____	_______
2. The reader has a sense of where the story takes place.	_____	_____	_______
3. The author creates a mood that prepares the reader for what will follow.	_____	_____	_______
Conflict			
1. This story centers around a struggle' or problem with which the character(s) must cope.	_____	_____	_______
2. It is a Social___Inner____Physical__ conflict. (check one)	_____	_______	_____

Skill - Evaluating a Story: (Cont'd)

Characterization	Pupil	Pupil	Teacher
1. The characters are presented with "just enough" detail that the reader feels he "knows" them.			
2. They are not described step-by-step physically but rather as whole people with thoughts and feelings.			
3. The author introduces them in such a way that the reader knows they will be important in the story to come.			
Progression			
1. This story progresses logically according to the outline of the short story that we worked with in class.			
Ending			
1. The author leaves no "loose ends".			
2. The problems presented at the climax and throughout the story are all resolved by the end.			

PROVIDE FOR VARYING ABILITIES

In any normal classroom there lies a variation in the ability to read required textbook material in the different content areas. Effective interaction between the student and the text can be hindered because of the difficulty and variety of the text, as well as by this range of reading ability. Those students who have not attained independence in reading may need special help. Therefore, a short, informal assessment of each student's reading ability in each of the particular content areas will reveal the student's strengths and weaknesses. Through the teacher's observations, she can provide for varying amounts of assistance within the classroom. Through the individualization of subject matter, the teacher provides enough help so that each student is able to read what is required with success. Various techniques may be used by the teacher to incorporate individualization within the classroom for effective learning by each student.

Teachers can provide for varying abilities through:

1. Selection of Material
2. Levels of Questioning and Reading Assignments
3. Guiding Questions and Instruction
4. Grouping
5. Length of Assignments
6. Accomodating for Slow Learners
7. Challenging Superior Readers

Selection of Material:

Students operate most effectively when the material used is suited to their levels of instruction. In many cases there is only one type of textbook available within the classroom which makes it necessary for teachers to provide the means for individualized instruction. A variety of print and non-print should be used to insure successful completion of reading assignments by each student. This variety of materials should be at different levels in all subject areas so that location and understanding of material is achieved.

Example:

If students are studying the American Revolution, the teacher should provide texts and trade books written at different grade levels that cover the same general areas of information. There should be filmstrips that illustrate difficult concepts. Teachers should provide for role playing. In addition biographies and historical fiction related to the period should be available to help students further understand the conditions of the period. In the content areas it is important to help students gain information without penalizing those whose ability to read is not at the level of a particular grade or text. Furthermore, by reading a variety of books, students are exposed to a variety of interpretations by different writers. From this they can become a critical reader by forming their own opinions and generalizations. In addition, they can grasp concepts easier by reading a variety of explanations.

Levels of Questioning and Reading Assignments:

When giving the student a reading assignment, the difficulty of the questions should match the student's level of reading ability. In doing this the student is successful at some level of comprehension and thus obtains the essential information from the material. Group discussion after the reading is done will ensure that the information is obtained by all students in the group.

Guiding Questions and Instructions:

According to students' needs, varying degrees of structure are necessary when giving an assignment. Guidance can be provided by even a simple question: "Read this chapter to find out .....". Questions can be structured by having several possible answers, one having to be selected and proven, or by using higher level questions dealing with inference, generalization or application. Structure can also be provided within the question itself by guiding the student so that he's more able to locate and prove the information in a reading assignment.

Grouping:

With some reading assignments it is helpful to allow for the sharing of information and skills by having a group work together. Different types of grouping may be used, such as: 1) tutor group - student with superior reading skills works with students who are not as skillful; 2) sharing group - readers of equal ability may help each other by sharing their information to better understand the material;

Grouping: (Cont'd)

3) ability grouping - class is divided into groups, each group at a different level of reading performance; 4) interest grouping - this group works together to complete tasks involving a common interest; 5) random grouping - no definite basis for grouping is needed; much student interaction within the classroom is involved. In all types of grouping students do learn from each other and the teacher is able to assist and stimulate the individual students within the classroom.

Length of Assignments:

Reading assignments can be individualized by varying the lengths of the assignments. Opportunities for successful completion of the task can be given to the less skillful students by reducing the assignments (e.g., having them read only certain sections, or having them select only a few ideas or words to verify). This is very successful if used with guided questions. Extra time may also be necessary for some students to complete the task. Students who finish early may assist the students who need extra time and guidance.

Accomodating for Slow Readers:

Certain children at certain times require individual help within the classroom, and when this occurs, the teacher must make efforts to provide for this help. Reading materials in the different content areas may be so difficult that some students may not be successful in them. The use of relatively

Accomodating for Slow Readers: (Cont'd)

easy materials at first may help overcome a failure mind set for some students. However, eventually the student must be stimulated to stretch and read material beyond him. This can be accomplished if the student is presented with a topic which is interesting or vital to him. A sequence of increasingly difficult reading experiences, as well as student motivation and effort, will enable him to progress to more difficult materials. The teacher must guide the child to a book right for him in difficulty and interest. He will soon increase his vocabulary, strengthen his power of comprehension, and increase his speed through the use of relatively easy reading material. He may even learn to enjoy reading.

Some important considerations in working with the slower readers are these:

1. Set goals for the child which are specific, short-term, motivating and feasible.

2. Individual instruction so that the materials used are self-selected and adequate, and the pace of instruction is such that the learner will be motivated to strive when success is within his grasp.

3. Evaluation of progress should be continuous as each short-term goal is achieved and recorded and a new one set.. (Child can make own progress chart) Much attention should be focused on what the child has learned and does know rather than what he does not know.

4. Review and reinforcement of all material is necessary.

SOME ACCOMMODATIONS FOR LESS ABLE READERS

Teach Content	Improve Reading Ability
Use pictures, slides, or filmstrip as a focus for oral discussion of important terms and content.	Write key words and phrases on the chalkboard. Discuss meanings.
Reshow film used to introduce the chapter. Afterwards discuss its content in greater detail. Raise questions. Encourage children to ask other questions.	Same as above.

Assign a simply written book that deals with one or more of the topics covered in a chapter. Prior to the reading, assign a few simply worded questions about its content. Discuss the answers later to see if the book was adequately comprehended.

Assign a simplified account (teacher-written) of the important content presented in a chapter, along with questions about it. Discuss answers later. Raise other questions if necessary.

Go through assigned chapter with the children, summarizing key points as you go along. Call their attention to graphic aids. Raise questions about the information these aids relate. At the end, write major headings on the chalkboard (simplified if required) in outline form. Have the children tell about the chapter using the outline as a prompt.	Periodically ask the children to read certain words and explain their meanings. Write the roots of derivatives to help with meanings and to show word relationships.

When the preview of a chapter is followed by assigned questions, hold the children responsible only for the questions that require a direct, literal comprehension. If necessary, each of these questions can be followed on the question sheet by the page number on which the answer will be found. If even more assistance is required, point out the paragraph in which an answer can be found, have the children read it silently, then check on their answers. Do this one or more times to provide a model for answering questions on their own.

If certain topics covered in a chapter are to be further researched by children working in small groups, assign less able readers to a topic for which you know there are easy-to-read books available in the library (or materials center). Again, prepare simply worded questions to guide and focus their reading.

Challenging Superior Readers:

The challenge of the intellectually able student becomes more pronounced at the intermediate level as the child's interests and abilities are often beyond standard content materials. Bright pupils may become dissatisfied or bored and may not exert themselves mentally as they should.

Some of these students can deal with concepts beyond their reading skill ability, and therefore will need some skill instruction. However these skills will be acquired most likely with less drill and guidance as that needed by the rest of the class.

There are many instructional responsibilities which are especially acute for bright students. These procedures may be successful in motivating these students:

1. They should be challenged by placing them in texts of increased difficulty.

2. Regular assignments should be extended to include more critical and creative reading assignments.

3. They should be encouraged to set their own goals and allowed to pursue a topic on their own.

4. They should be encouraged to write and present reports.

See: Student Specialty Report

SPECIFIC CONSIDERATIONS IN THE CONTENT AREAS

As has been noted earlier, reading in the content areas requires different skills than straight basal reading. Each of the content areas 1) has its own specialized vocabulary, format; 2) requires its own reading rate and; 3) has its own priority of comprehension skills.

MATH

Mathematics is the study of numbers, number symbols and number operations.

Vocabulary:

In the area of Mathematics, the vocabulary is highly technical and abstract which makes the memorization of terms and symbols a must.

Example: symbols - $\cap$ $>$ $+$ $\%$ $2/3$
abbreviations - mm, cm, yd
terms - denominator, quotient, closure, property

The student will also find that different words will signal the same process (i.e., 1. added to, plus, add, increased by; 2. multiply, times; 3. minus, less than, subtract) and that multiple meanings of words also come into play (i.e., next page).

Social Usage	Mathematical Usage
set - set the table, are you set to go?, set up the tent	set - a collection of objects or ideas that possess some common identifiable characteristic(s)
prime - prime steak, prime time	prime - a whole number greater than one that has only one (1) and itself as factors
order - please come to order, are you ready to order?, this is an order	order - sequential arrangement, (1,2,3,4,5), ordered pairs, (1,2) or (2,1)
base - I play first base, this is the base line, home base	base - the first collection in a number series
product - We sell a good product, cars are the leading product of the state	product - the answer obtained by multiplying two factors

Format:

The format of mathematics textbooks are set up in a purely instructional manner.

1. There is a logical sequence of skills and principles.
2. There is less emphasis on literary style.
3. There are non-story type written exercises to illustrate or provide practice in mathematical concepts and roles.
4. There is a frequent use of graphic materials (i.e., charts, tables, graphs, drawings and diagrams)
5. There is a need to read every single word so that the concept or problem is understood.

Rate of Reading:

In mathematics, one tends to read slowly in order to grasp the meanings of concepts presented, or in order to obtain and organize facts necessary to solve problems. Often one rereads one or more times to develop a better understanding of the concept or problem.

Comprehension Skills:

These skills will help facilitate the understanding and effective use of mathematics materials:

1. Precise reading of every word.
2. Interpretation of abstract ideas and symbols.

1 3. Problem solving through inductive and deductive reasoning.

Example:

Problem from 5th grade math book: "When a mixed number is subtracted from a whole number, what number must you know in minuend.

Ways to Help:

The teacher can assist children in the area of mathematics by following the guidelines listed below:

1. Discuss the condensed nature of mathematical writing (i.e., importance of individual words, etc.).
2. Emphasize the need for careful reading and rereading.
3. Allow students to correct and evaluate their own work.
4. Help children visualize, diagram or explain problems in their own words.
5. Help children develop a method for attacking word problems (i.e., PQ4R

Example:

Bill has 30 pictures. If he can paste 6 on each page of his picture album how many pages will be filled.

PQ4R

Preview - Student reads problems, notes, unfamiliar words and phrases, defines them through context or discussion with teacher

Question - Student writes the problem in a question form. What do you want to find out

Read - List the facts that are given

Reflect - What is the unknown quantity. What are you looking for?

Rewrite - Rewrite as an equation

Review - Review and check

Example: Mr. Benson went on a trip. He used 72 gallons of gasoline and 1,080 miles. How many miles per gallon did Mr. Benson average?

PQ4R Outline Sheet

1. Preview
   a. First reading of problem
   b. List unknown words and phrases for possible discussion
      1. average
      2. ____________
      3. ____________
      4. ____________

Ways to Help: (Cont'd)

2. Question
    a. Second reading
    b. Write direct question of problem
    How many miles per gallon did Mr. Benson average?

3. Read
    a. Third reading
    b. List all facts of problem in some logical order
        1. Mr. Benson used 72 gallons of gasoline
        2. Mr. Benson drove 1,080 miles
        3. ______________________________
        4. ______________________________
        5. ______________________________

4. Reflect
    a. Fourth reading
    b. What is x the unknown quantity representing
    the unknown is how many miles per gallon did he average.

    Process - Division

5. Rewrite and Solve

    1080 ÷ 72 gals

$$\begin{array}{rr} & \overline{\;\;15}\text{ mpg} \\ 72 & \big)1080 \\ & \underline{72} \\ & 360 \\ & \underline{360} \end{array}$$

6. Review and Check:

$$\begin{array}{r} 72 \\ \underline{\times 15} \\ 1080 \end{array}$$

SOCIAL STUDIES

Social Studies is the study of people, places, cultures and events.

Vocabulary:

In the area of social studies, the vocabulary is technical, abstract and metaphoric which calls for careful reading on the students' part.

Example: symbols - map legends, statistical symbols
abstraction terms/concepts - democracy, tolerance, interdependence
technical language - latitude, manifest destiny, terrain
metaphoric language - machine age, iron curtain, labor movement

Format:

The format of a social studies text book is set up in a purely informative manner.

1. The chapters are organized either according to chronology of events or to geographical location.
2. The text is written in a narrative style.
3. The text is interrelated with maps, graphs, and cartoons as a further explanation of the text.

Rate of Reading:

Due to the abstract nature of the concepts and the technical vocabulary presented, the student must read carefully. Oftentimes, rereading is essential for complete understanding of the concepts presented.

Comprehension Skills:

These skills will help facilitate the understanding and effective use of social studies materials:

1. Interpreting maps, graphs, cartoons and charts, etc..
2. Cause and effect sequencing as well as chronological or historical sequencing.
3. Understanding the main idea and its supporting details.
4. Forming and proving generalizations about the given material.
5. Making judgments about what is read.
6. Classifying, comparing and interpreting the data as a whole.
7. Recognizing the author's bias and his qualifications.

Ways to Help:

The teacher can assist children in the area of social studies by following the guidelines listed below:

1. Use media and children's literature to help students acquire the concepts and clarify the emotional factors involved in man-to-man and man-to-land relationships.
2. Bring role-playing into the classroom to assist students in gaining a better understanding of the concepts.
3. Allow for the discussing of the concepts (i.e., How many Bostonians would pollute the Boston Garden after reading Make Way for Ducklings by McCluskey?
4. Help students apply the concepts to their own lives (i.e., study of pollution).
5. Bring current events (local, regional and national) into the classroom.
6. Emphasize the need for careful reading and rereading.
7. Allow students to have differing opinions and an opportunity to voice them.

SCIENCE

Science is the study of living and non-living elements.

Vocabulary:

In the area of science, the vocabulary is highly technical and makes use of many symbols.

Examples: symbols - H_2O, CO_2, 68°
technical terminology - magnetism, molecule, photosynthesis, mitosis.

Format:

The format of science textbooks is set up to be informative with accompanying experiments for the student.

1. Emphasis is placed on methodology, experimentation and discovery.
2. Numerous diagrams, graphs, charts and tables are intermingled throughout the written text.

Rate of Reading:

Due to the highly technical nature of the vocabulary and the implementation of experiments, the student must read and reread the material for a complete understanding of the material presented and the information it is asking the student to produce.

Comprehension Skills:

These skills will help facilitate the understanding and effective use of science materials:

1. Understanding of written directions.
2. Precise reading of facts and subordinating details.
3. Forming generalizations based on facts presented and substantiating them.
4. Classifying data into different categories and patterns.

Comprehension Skills: (Cont'd)

5. Making use of deductive and inductive reasoning.

Deductive Reasoning: (

1. Generalizations are given first.
2. The subject is classified.
    a. General characteristics are given.
    b. Differences and similarities among the classes are noted.
3. Examples and supporting data giving specific information about differences within the classes follow the classifications.

Inductive Reasoning:

1. The data are given first.
2. Then the science writer builds up to classifying.
3. Generalizations come last.

Ways to Help:

The teacher can assist children in the area of science by following the guidelines listed below:

Below are listed prefixes, suffixes and root words and their meanings. You are to use these word parts and "assemble" science words. To assemble each word, place each word part and its meaning in the correct column, and the meaning of the assembled word in its column. Some word parts may be used more than once. One is done for you.

Ways to Help: (Cont'd)

1. Use scientific word building techniques.

Prefixes

alti-, height
anti-, against
centri-, center
chrono-, time
con-, with, together with
ex-, from, out of
tele-, distance
micro-very small

Roots

atom, small particle
meter, measure
biotics, pertaining to life
toxin, living or dead organisms producing poison
fuge, to flee
dense, thick, thickly set
plode, drive
graph, write
vision, see
scope, to see

Suffixes

-ize, to make
-er, one who
-ation, the act of
-or, the state of
-con, the act of
-y, to make

Prefix and Meaning	Root and Meaning	Suffix and Meaning	Assembled Word and Meaning
alti-, height	meter, measure		altimeter, to measure height

2. Encourage students to go off on their own to experiment and invent: i.e., Give children a tin can, clothes hanger, buttons and ask them to invent something useful; give children putty, 3 popsicle sticks, a pin, paper clips and ask them to construct a balance.

3. Encourage students to hypothesize and make judgments.

4. Encourage scientific problem-solving.

   a. Observe problem.
   b. Describe problem.
   c. Collect data.
   d. Comparing and clarifying data.
   e. Measuring.
   f. Constructing a hypothesis.
   g. Interpreting the data.
   h. Experimenting to verify data.
   i. Accept or reject hypothesis.

↙ theorize

↘ lead to new hypothesis
(return to a. and begin again)

5. Encourage students to be open minded.

6. Emphasize the need for careful reading and rereading.

7. Use your SEIS materials.

LITERATURE

Literature is the study and appreciation of fictional and nonfictional stories, plays, poems, etc..

Vocabulary:

In the area of literature, the vocabulary is different than the vocabulary found in the other content areas. In literature, students will be confronted with:

1. Figurative language and imagery
2. Similes and metaphors
3. Emotional content or connotation of words

Format:

In literature, there is a wide variety of genre such as:

1. Poetry
2. Plays
3. Myths
4. Tall tales
5. Biographies
6. Epics
7. Novels
8. Short stories
9. Autobiographies

Rate of Reading:

Due to the wide diversified formats found in the area of literature, the student needs to adjust his rate of reading to a variety of materials for a variety of purposes.

Example:

poems - read slowly and pay attention to every word
dialogues - read at normal rate with emphasis on individual characters
narratives - pleasure reading, usually at faster rate

Comprehension Skills:

These skills will help facilitate the understanding and effective use of literary materials:

a. Understanding author's purpose

b. Being aware of variations in style

c. Interpreting characterization

d. Identifying setting

e. Understanding sequence or plot

f. Identifying tone or mood

Ways to Help:

The teacher can assist children in the area of literature by following the guidelines listed below:

1. Use basal materials as a foundation for literary or recreational reading. (While not a complete program, basal materials are written primarily to develop literary reading skills)

2. Allow time for independent reading in the classroom. Teacher should set a good example.

3. Follow suggestions outlined in the section on Literature.

ASSESSMENT: CONTENT AREA

CHECKLIST FOR TEACHER AWARENESS OF CONTENT READING

1. Text material used is suited in difficulty to the reading levels of students.

2. Students are encouraged through assignments to read widely in related materials.

3. At the beginning of the year adequate time is taken to introduce the text and to discuss how it may be read effectively.

4. The teacher is aware of the special vocabulary and concepts introduced in the various units.

5. Adequate attention is given to vocabulary and concept development.

6. Provisions are made for checking on extent to which important vocabulary and concepts are learned, and reteaching is done where needed.

7. The teacher knows the special reading skills involved in the subject. (See various cues in preceding pages.)

8. The teacher teaches the special reading skills in the subject.

9. Students are taught to use appropriate reference materials.

10. Adequate reference materials are available.

11. Plenty of related informational books and other materials are available for students who read below-grade level.

12. Plenty of related informational books and other materials are available for students who read above-grade level.

13. The teacher helps the poor reader to develop adequate reading skills.

14. Students are grouped within the classroom for differentiated instruction.

15. The teacher knows the reading level of the textbook(s) being used.

16. The teacher knows the reading ability of the students from standardized tests, other evaluative materials, and/or cumulative records.

CHECKLIST OF READING AND STUDY SKILLS FOR CONTENT SUBJECTS

Word-Meaning Skills

1. Understanding of technical terms
2. Use of the dictionary
3. Use of the glossary
4. Use of new terms in speaking and writing
5. Understanding of prefixes, suffixes, and roots
6. Understanding of figurative language
7. Understanding of personal and general connotations of words
8. Understanding of technical vocabulary related only to this subject

Comprehension Skills

1. Recognitions and understanding of main ideas
2. Recognition of relevant details
3. Recognition of relations among main ideas
4. Organization of ideas in sequence
5. Understanding of time and distance concepts
6. Following directions
7. Reading maps, tables and graphs
8. Distinguishing between facts and opinions
9. Judging and criticizing what is read
10. Reading widely to seek additional evidence
11. Drawing inferences
12. Listening attentively and critically

Name________________________ Date______________________

Grade_______________________ School____________________

LET'S HEAR FROM YOU!

What parts did you find to be most helpful?

What additions, suggestions, and activities do you have that will make implementing this section easier?

Additional Comments:

CHAPTER 3

LITERATURE

Literature is defined as writing having excellence of form or expression of ideas of permanent or unusual interest. Literature as used in this guide refers to writings for children including fanciful and realistic stories, adventure, mysteries, informational books, biographies poetry and plays.

Literature should occupy a major place in the curriculum for the following reasons:

1. Literature provides enjoyment and pleasure for the reader. If literature provided no other contribution than enjoyment it would be sufficient. Enjoyment is the key to interest and interest is the key to continued reading.
2. Literature transmits and perpetuates cultural heritage. Literature is part of our written past. Folk literature, for instance, reflects the rich literary heritage brought to America by various immigrant groups. Today's children should be provided with the opportunity to enjoy traditional rhymes, stories, and tales that have been enjoyed by generations of children before them.
3. Literature provides information. Stories such as Caves of the Great Hunters, Ben and Me, and books by M. Sasek are just a few examples of the many books that provide information about historic events, important people and foreign places.

4. Literature helps children gain a better understanding of themselves and others. Characters in stories portray a range of emotions; values and attitudes in a variety of situations and settings. In this way children gain insight into a wide range of human characteristics and they learn more about themselves as well as others.

5. Literature provides vicarious experiences that aid children in growing up. Many children's books deal with problems related to death, divorce, physical handicaps and growing up which for many children are quite difficult to deal with in real life. However, when these themes are dealt with in books, children by identifying with the characters, can gain insight into their own actions and see alternative ways for solving specific problems.

Helping Children to Read Widely To Enjoy Reading

The following suggestions will help children to enjoy reading and to read widely:

1. Provide Time for Literature.
2. Develop a Classroom Library That Suits the Needs and Interests of the Children.
3. Use Specific Techniques For Stimulating Interest In Reading.

Provide Time For Literature

Providing time for literature in the following ways shows children that the teacher believes reading to be a pleasurable and important activity.

Read Aloud Daily To Children

This is one of the best ways to interest children in books. Since children's reading abilities lag behind their capacities to enjoy, appreciate, and understand, most teachers read aloud from books of high literary quality that children might not tackle alone. Reading aloud creates a love for good literature. It also achieves many other purposes. It enlivens the imagination, broadens a child's experience, develops a sense of humor, develops verbal expression, trains memory, increases the child's attention span, develops powers of concentration, improves listening habits, and enlarges vocabulary.

Suggested Read-Aloud Books:

White, Charlotte's Web, The Borrowers
George, My Side of the Mountain
North, Rascal
Rawlings, The Yearling
Kipling, Just So Stories
DuBois, Twenty-One Balloons

Many of the Newbery award books are beyond the reading level of the average child in grades 4-6.

Schedule Time for Free Reading and Browsing in the Library

Many children will grow to enjoy books when they are allowed a quiet time and opportunity to read without any pressure in a relaxed atmosphere - a condition which some children rarely experience in their own homes.

Try Sustained Silent Reading

In this situation a specific time is set aside for the entire class including the teacher to read silently. No other activity goes on during this period. It is important for the teacher to set a good example. No interruptions should be allowed. The teacher should remain engrossed in his/her book for the entire time. Quite often a timer is used to indicate when the period of sustained silent reading is over. At the end of the sustained silent reading period the teacher reacts to the book that was read.

The teacher may:

1. Summarize in one sentence the main idea or theme

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1. McCraken and McCraken, Reading Is Only The Tiger's Tail, Leswing Press, 1972, p. 153.

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ideas, etc. 1.

In this way the teacher sets a model for children to imitate.

Develop a Classroom Library That Suits The Needs And Interests of the Children

Sheer exposure to a wide variety of exciting books has proven to be extremely effective in stimulating new reading interests. The availability of relatively low-cost paperbacks makes it possible to build an exciting and extensive classroom library.

Any quiet, comfortable corner, can serve as the classroom library or Reading Center. The reading corner should be reserved just for reading. It should be made open to all -- not just those who finish their work or have nothing to do.

In a classroom library several types of books are needed to insure that children will find books that interest them and that they can read. The following is a suggested listing of the variety of reading material that should be available in a classroom library:

> Fantasy books, animal stories, poetry and plays, adventure, sports, science fiction, mystery. Books about holidays, hobbies, crafts, art and music. Myths, legends, poetry for listening and reading, realistic fiction, informative books, biographies, how-to-do-it books, cartoon books, newspapers and magazines, and reference materials.

Suggestions For Stocking Classroom Libraries

Interest inventories such as the following tell much about the interests of individual children and the class as a whole. They help teachers to find books for individual children and to stock class libraries as well.

INTEREST INVENTORY

After school I like to ______________________________

My favorite tv programs are ______________________________

My favorite game is ______________________________

The subject I like best in school is ______________________

My favorite sport is ______________________________

My Hobby is ______________________________

What do you like to read about? Check the column that describes how much you like the activity or story.

	Like a Lot	Like a Little	Don't Like
Stories about real animals			
Mystery stories			
Adventure stories			
Funny stories			
Comics			
Science fiction			
Jack in the Bean Stalk			
Billy Goat's Gruff			
Cinderella			
Drawing, Art, Etc.			
Cutting and pasting			
Doing puppet shows			
Making model cars			
Taking pictures			
Sewing, cooking			
Doing science experiments			
Planting gardens inside & out			
Collecting rocks, butterflies			
Playing baseball			
Playing cards			
Playing games like bingo			
Building things			

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1. National Reading Center, Washington, D., C. (See also Wilmington Reading Curriculum: A Guide To Teaching Reading K-3 - pages 178-182.)

3.5

Mass Media

Books related to television and motion pictures are generally very popular among children. Little House on the Prairie, My Friend Flicker, The Incredible Journey, Kung-Fu, The Waltons are just a few of the movies and television series from which reading materials have been adapted.

The following gives a quick summary of how mass media and children's interests outside of school can be used to stock a classroom library that will interest children: [1]

Non-Book Activities: Mass Media Watching tv and movies; or

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The Sea Around Us, etc.

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[1] Kennedy, M., Paperbacks in the Elementary School, p.35

Ages and Stages of Development

Children's interest will be related to their stages of development. Therefore, in choosing books for classroom libraries, information such as the following is helpful.

Books for Ages and Stages — Middle Elementary (3-4)

Characteristics	Implications	Examples
Attention span longer.	Discovers reading as	Anderson's

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challenge parents' authority.	relationships.	*Like This, Cat*, *The Bully of Barkham St.*

Huck and Young, *Children's Literature in the Elementary School*, Holt, Rinehart and Winston, 1961, pp. 33-36.

Find Books For Different Reading Levels

Almost all paperback libraries in the system have books that cover a range of reading levels. These are noted. Scholastic's Services catalog lists books by categories, interest level and reading level. Librarians are a ready source for providing this information. Use old basals. Many old books that are dated and/or worn have stories here and there that are interesting to read. Teachers can make their own "short novels" by tearing out interesting stories and binding them with oak tag or colored construction paper. These can be color-coded to individual levels.

Have Children Bring Books From Home

Many children will be more than pleased to share their favorite books. To insure the safety of these books each child can act as the librarian for his or her own books. Rules can be set up ahead of time to take care of possible damage or loss of books borrowed from friends.

Join Book Clubs

Book clubs such as the Arrow Book Club sponsored by Scholastic Services provide an inexpensive means of stocking classroom libraries. Discounts and bonus books are provided when purchasing a certain quantity of books.

Use Specific Techniques For Stimulating Interest In Reading

While providing time for reading and a classroom library stocked with a variety of interesting reading material will stimulate interest in reading, teachers will find the following suggestions helpful in further stimulating the children:

1. Use bulletin boards.
2. Consult professional journals and books.
3. Use A-V materials.
4. Use town and school libraries.
5. Provide special activities.

Use Bulletin Boards

Bulletin boards can be used to recognize and to encourage wide reading in the following ways:

1. If you liked ...Based on children's interests and hobbies make a chart such as follows and change it often.

If You Liked	Then You Will Like
Ribsy	The Mouse and the Motorcycle
Nancy Drew Series	Miss Pickerell Series
Black Stallion	Incredible Journey
PT 109	Robinson Crusoe
Mary Poppins (Disney)	Traver's Mary Poppins

2. Use Keys to Reading Enjoyment as a bulletin board title.

Divide the bulletin board into sections. For example, adventure, mystery, etc. Have each section a pocket with several keys made of poster board. Each section should be a different color. For example, animals should be red, history blue, etc. The bottom of the bulletin board would contain a peg and key ring for each student in the class. When a student finished his or her book she would write the title and author on an appropriately colored-key and place the key on his/her key ring. The object is to fill the key ring with a variety of keys of different colors. In June each child takes his/her key ring home and has a reminder of the books he/she has read.

3. Best Sellers - During the year the teacher can place book jackets of different books that are considered to be "good books" for children on the bulletin board. As each child reads the book his/her name is tacked on to the book jacket.

4. Coming Attractions - Recommended movies and tv shows could be listed as well as related reading material.

5. Guess Who? - Children can take turns decorating a bulletin board entitled Guess Who. They could display pictures and drawings that suggest characters or exciting parts of a book. (See Ideas Proven By Research on the next page.)

Consult Professional Journals and Books

The following sources are suggested:

Elementary English, The Horn Book, The Reading Teacher, Childhood Education, Elementary School Journal, The Instructor, Grade Teacher, The Booklist, Library Journal, Bulletin of the Center for Children's Books (University of Chicago).

Best Books for Children, R. R. Bowker Co., 1180 Ave. of the Americas, N. Y., N. Y., 10036.

Adventuring With Books, NCTE, 508 South 6th St., Champaign, Ill. 61820; 1111 Kenyon Rd, Urbana, Ill.61801

A Basic Book Collection for the Elementary Grades, American Library Assoc., 50 Each Huron St., Chicago, Illinois 60611.

Children and Books by M. Hill Arbuthnot, Scott, Foresman and Co., 1964, Chicago.

Children and Their Literature, C. Georgiou, Englewood Cliffs, N.J., Prentice-Hall, 1969.

Children's Literature: A Guide to Reference Sources, V. Haviland, Washington, Lib. of Congress, 1966.

USE IDEAS PROVEN BY RESEARCH:

Twenty-five teacher-tested ways to encourage voluntary reading

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ROEDER AND LEE, 25 Teacher Tested Ways to Encourage Voluntary Reading, The Reading Teacher, October 1973

Children's Literature in the Elementary School, by Charlotte Huck and Doris Young Kuhn, N. Y., Holt, Rinehart & Winston, 1963.

Using Literature With Young Children, L. Jacobs, New York, Teachers College Press, Columbia University, 1965.

A Teacher's Guide to Children's Books, by N. Larrick, Columbus, Merrill Company, 1960.

Fifty Years of Children's Books, Smith, NCTE, 1963, Urbana, Illinois.

A Critical Approach to Children's Literature, J. Smith, New York, McGraw-Hill Book Co., 1967.

Use A.V. Materials

Listening with pleasure is often the prelude to reading with pleasure. There are many filmstrips and cassettes designed to go along with various reading materials. They cover a wide variety of areas.

Besides the "book bags", filmstrips, and text-related cassettes that are in the system, the town librarian has a series of cassettes called *Talk to the Author*. These cassettes contain interviews with various Newbery Award authors. On the tape, authors talk about themselves, their work and their award winning book. Some of the authors included here are: Lloyd Alexander, Eleanor Estes and Jean Craig.

These tapes may be heard and used in the Wilmington Memorial Library. The librarian has compiled a list of books by each author, which children may want to take out after listening to the tape.

Use the Services of the School and Town Libraries

The school and town library provide major sources of information concerning books, materials and means to stimulate youngsters to read widely.

Some of the ways the librarian can aid the classroom teacher are:

1. Keeping teachers aware of new materials.
2. Finding books for reluctant readers.
3. Correlating AV materials, magazines, pamphlets and books around a particular theme.
4. Providing professional materials for teachers.
5. Keeping and Preparing reading lists and bibliographies.
6. Helping teachers to develop the errective techniques for using the resources of the library.

Provide Special Activities

Activities such as the following stimulate interest in reading:

1. Book Of the Month Club - Children can meet once a month to share books they have enjoyed.
2. Invite resource people as guests - invite guests who have had a particular interest or hobby or who are especially knowledgeable in a particular area to speak to the class.
3. Have a poetry day where children read and recite original and favorite poems.
4. Choose a favorite book and put on a play for other classes.
5. Provide time for children to "sell" their favorite books to other classmates.

Introduce Children To Various Types of Literature

Children should be provided with the opportunity to read various types of literature and recognize their distinguishing characteristics. In addition, children should be helped to distinguish between fiction and non-fiction, between realistic fiction and fantasy, and between poetry and prose.

Fiction and Non-Fiction

The major distinction between non-fiction is that non-fiction presents events that have happened exactly the way they have happened while fiction does not. Fiction may be based on fact; for example, historical fiction. But, in fiction the author is not bound to stick to the facts or describe actual events the way they really did happen.

Poetry and Prose

Prose is written in ordinary language found in conversations, newspapers, textbooks and magazines. It differs from poetry in its typographical form and the irregularity of its rhythm.

The Classics and Award Winning Books

Certain children's books become classics because they have stood the test of time. Black Beauty, Heidi, The Prince and the Pauper, etc. have been enjoyed by generations of children. While many children have enjoyed books that are considered the classics, it is not necessary for *every* child to enjoy them. Many good books are written today that might well be the "classics" of tomorrow. For example, Charlotte's Web and Mary Poppins may be future classics.

In the field of children's literature authors are awarded for their special efforts by naming their book distinguished as an award winning book. Perhaps the most prestigious of these awards are the Newbery Awards and the Caldecott Awards. The Newbery award is given annually to the authors who have made the most distinguished contributions to literature for children.

The Caldecott Award represents recognition of excellence in illustrations in children's literature. The winning book or books are selected by a committee of adults. Interestingly enough, not all books thus selected have been popular with children.

Children should be exposed to classics and award-winning books because they have brought obvious pleasure to many others and passed the critical eye of many readers. However, the mistake should not be made of assuming that the only "good" books are the classics or award-winning books.

A good book is one that makes a child want to read more !!!

Fantasy

Works of fantasy contain imaginary elements that are contrary to reality as we know it. Some of these elements are:

supernatural creatures, animals with human characteristics, strange places and imaginary

kingdoms, humans with unusual
powers or characteristics,
changeable time periods.

Underlying most fantasy is a universal truth. Virtue is rewarded and evil is overcome, etc. Authors of fantasy make their stories believable by:

1. grounding the story in reality.
2. using graphic descriptions of people, places and events which make readers feel that they are actually experiencing the situation.
3. Presenting characters that the reader can identify with. Their reactions then become the readers reaction.
4. The use of appropriate language. Creatures from another time period use archaic expressions and fail to understand modern expressions.
5. Grounding the story in reality by introducing a realistic setting and then slowly adding elements of fantasy.
6. The presence of real objects or conditions that can only be explained by the fanciful events.
7. The logical consistency with which fantasy is used. If the author establishes that Pinnochio's nose grows longer when he tells a lie and uses this device consistently it becomes believable. However, if Pinnochio's nose suddenly grows longer, then he sneezes, or other unusual events occur unexpectedly, the reader is less prepared to accept fantasy as reality.

Children should be helped to:

1. Distinguish between fantasy and reality.
2. Recognize the fantastic elements in a story.
3. Recognize the devices used by the author to make the story believable.

Activities

1. Change a biography or factual event and write it as a fantasy.
2. Take a well-known fantasy and rewrite it as a newspaper article.

3. Role play - Choose a character from a fanciful story. Pretend that this character is a new student in school. How will he or she behave? How will the students react?

Fairy Tales

Fairy tales are narrative adventures involving imaginary places and characters. They are filled with unicorns, dragons, fairies, elves, witches, wizards, frogs, etc. Frogs can become princes, stage coaches can be turned into pumpkins, and giants can live in the sky. Usually they start with the familiar "once upon a time" beginning end end with "they lived happily ever after". In fairy tales virtue is rewarded and evil overcome. Typical fairy tales are: Snow White and the Seven Dwarfs, Anderson's Fairy Tales, and Grimms Fairy Tales.

Activities:

1. Have students modernize or update their favorite fairy tale; for example, the pumpkin in Cinderella would turn into a helicopter and the glass slipper would become a platform shoe.
2. Have children tape record fairy tales. Each child should try to take several parts and change his/her voice according to the different parts assumed.
3. Hold discussion groups revolving around the themes of different fairy tales. What message does the story of Little Red Riding Hood hold for today's teenagers?

Tall Tales

A tall tale is a humorous story which uses common language and a matter of fact style to recount. Grossly exaggerated happenings which result from superhuman abilities of the hero of the tale occur. Typical tall tales are those written about Davy Crocket and Paul Bunyan.

Activities:

1. Read several Paul Bunyon stories and make a list of his remarkable powers.

2. Have students write their own tall tales involving current personalities such as Henry Aaron, Elton John, Mohammed Ali, etc.

Fable

A fable is a short story in which animals or inanimate objects speak as humans. The fable illustrates a moral. The formula for a fable is basically:

1. One or two characters representing different qualities of personality.
2. Some action or incident which illustrates the point to be made.
3. A statement of the moral of the story.

Examples of fables are: The Hare and the Tortoise, The Boy Who Cried Wolf, and other fables by Aesop, The Ugly Duckling, and Dr. Doolittle books.

Activities:

1. Older children may try to create fables after discussing the basic pattern - one or two characters which represent qualities of personality, some action, and a statement of the moral.
2. Children may look for unwritten morals in some modern stories. Andy and the Lion, The Little Rabbit Who Wanted Red Wings and Robbut are examples which may be used. They enjoy illustrating the fables with various media.
3. Write a modern fable using present day animals or people.

Myth

A myth is a story about gods, heroes, or imaginary animals. Usually myths (1) explain natural phenomena, (2) describe heroic incidents, (3) explain relationships among the gods, (4) explain man's relationship with the gods, and (5) show man's struggle with good versus evil, as well as the vicissitudes of life.

The following are recommended books of myths:

White: The Golden Treasury of Myths and Legends
Savage: Stories of Gods and Heroes
Kingsley: The Heroes

Activities:

1. Make a chart showing the relationships among gods and goddesses . for the Greeks, Romans and Norsemen.
2. Read myths from different countries that explain the same phenomenon and compare them.
3. Discuss what elements of the story show the reader that this was written about times past? places far away? Ask "Could this story have happened?" Why or why not?

See also Macmillan Basal Series (Gr. 4) Teacher's Guide for Magic Word for additional suggested activities.

Legend

A legend is a story about persons, events, or places. While the story may not be actual fact it is generally believed to be true. Legends are written about places, religious saints, and royalty. Stories about King Arthur, etc. are legends. There is also The Legend of Sleepy Hollow by Washington Irving, Robin Hood and His Merry Outlaws by McSpadden, etc.

Activities:

1. Start a legend related to your school or people in the school.
2. Discuss why you think this story has been a favorite for so many thousands of years.
3. Read several legends. Discuss what elements are found in the legends that are not found in modern stories.

Realistic Fiction

Many stories for children, while fiction, deal with present life as it is. Real rather than idealized people, places and events are depicted.

Today much realistic fiction for children deals with contempory issues related to death, divorce, growing up, family life, physical handicaps, etc. While the major function of realistic fiction is to provide entertainment it can also help children to understand the nature of the human condition. Realistic fiction provides children with the opportunity to identify with children who are facing universal problems. Some subject areas and titles are as follows:

Personality	Dalgliesh, *The Bears on Hemlock Mountain*
	Treffinger, *Li Lun, Lad of Courage*
Loneliness	Claire, *All Alone*
	Woolley, *Ginnie and the New Girl*
Accepting Responsibility	Buck, *The Big Wave*
	DuSoe, *Three Without Fear*
	Fisher, *Homestead of the Free*
	Sperry, *Call It Courage*
	Stuart, *A Penny's Worth of Character*
Poverty	Gates, *Blue Willow*
	Sawyer, *Maggie Rose*; *Her Birthday Christmas*
	Seredy, *Tree for Peter*
Adopted Child	Daringer, *Adopted Jane*
Death	Brown, *The Dead Bird*
	Cleaver, *Grover*
	Warburg, *Growing Time*
Family Relationships	Brink, *Family Grandstand*
	Cleary, *Henry and Ribsy*
	Enright, *Spiderweb for Two*
	Estes, *The Moffats*
	Holberg, *Tomboy Row*
	Reynolds, *Pepper*
	Wilson, *More Fun with Herbert*
	Woolley, *Holiday on Wheels*
Relationships with Others	Church, *Five Boys in a Cave*
	Clark, *Secret of the Andes*
	Davis, *Picken's Treasure Hunt*
	De Angeli, *Bright April*

Biography

A biography is a history of a particular person. It should be (1) authentic, (2) depict a person in relation to his or her times, and (3) present a well-rounded view of a total personality. Biographies provide an opportunity for the student to identify with real people who have attained eminence of some sort.

1. Authentic Biography - well documented and researched. Characters speak only the words that they have been known to have made. Examples are Invincible Louisa (the story of the author of Little Women) and America's Abraham Lincoln.
2. Fictionalized Biography - While grounded in research, author's take the liberty of dramatizing events. The author may invent conversations and include unspoken thoughts of the character. However, these must be based on recorded facts. See The Childhood of Famous Americans Series, and the Landmark Series.
3. Biographical Fiction - When a biography is mainly reconstructed action and imagined conversation it is considered biographical fiction. An example would be Lawson's Ben and Me which is the story of Benjamin Franklin told by his good friend, Amos the Mouse.

Activities

1. Read several biographies of famous people in one area (baseball players, musicians, artist, etc.) and ask the children to list characters training, attitudes necessary to be proficient or successful in this area.
2. Read biographies of famous people in different areas. Ask - are there differences and similarities between being successful in one field versus another? What are these differences and similarities?
3. Have children read an authentic biography, a fictionalized biography and a piece of biographical fiction about one person. How do these accounts differ? How are they the same? Whichdid you like better? Why? For what purposes would you read these three different accounts?

Historical Fiction

The historical novel supplements information found in factual books. In historical fiction the author may invent people and events, but cannot alter historical fact. Historical fiction deliberately tries to reconstruct the life of an age that has past. These stories must be historically accurate and authentic. The everyday life of characters and the events of the time must be portrayed accurately. The Little House books by Laura Ingalls Wilder are examples of historical fiction. Examples are: Johnny Tremain, Indian Captive, The Light In The Forest, The Door in the Wall, etc.

Activities:

1. Have students write their own historical fiction stories. Have them be an active participant in the event they have chosen to write about.
2. Choose a time period preferably related to times studied in social studies. Create a play about the lives of school-age students in these times.

Informational Books

Informational books present material that is factual. Children read factual material for pleasure and information. Teachers should stimulate interests and be aware of interests developed as a result of content area study or personal experience. Take every opportunity to expand these interests through further reading. Informational books cover a variety of topics, subject areas and special interests. There are books for the sports enthusiast, the coin oollector and the budding artist, etc. For this reason non-fiction can be the springboard to a lifetime interest in reading for many children.

In the chapters on Study Skills and Reading In the Content Areas suggestions are made for helping children to locate and use information found in a variety of factual materials. To be able to use informational books children should be able to recognize the characteristics that distinguish fiction from non-fiction. When using informational books they should be aware of and taught to ask the following questions:

Criteria for Informational Books:[1] (Accuracy & Authenticity)

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[1] Huck, K., Children's Literature in the Elementary School, Sec. Ed., Holt-Rinehart-Winston, 1961, pp. 474-475.

POETRY

While the specific elements of form that distinguish poetry from prose can be defined, it is difficult to define poetry itself. Poetry is a personal experience. While it carries the thought of the poet its meaning depends on the experiences of the reader.

Poetry helps children to appreciate the power of words. Poetry comforts. It soothes. It delights. It expands awareness and appreciation of the world around us. It stretches the imagination and it expands language. For these reasons and many more poetry should be an important part of the classroom experience.

Poetry differs from prose because of its form and pattern. In poetry, rhythm, rhyme, figures of speech, and even the mechanical aspects of print are carefully blended together to create a mold or a feeling or message. For many children knowledge of the poetic process enhances their appreciation of the art of poetry and increases the enjoyment of it.

Elements of Poetry

Rhythm is the moving or the beat of a poem. In poetry when stressed and unstressed syllables appear in a regular pattern the rhythm is termed the meter of the poem.

The unit of meter is called a foot. Each foot has two or three syllables usually one stressed (') or unstressed (⌣). The foot may be:

iambic	(tonight)	⌣/
trochaic	(fifty)	/⌣
anapestic	(for the skill	⌣⌣/
dactylic	(fortunate)	– ⌣⌣

The number of feet in a line is also taken into consideration.

a one foot line is called	monometer
a two foot line is called	dimeter
a three foot line is called	trimeter
a four foot line is called	tetrameter
a six foot line is called	hexameter

Blank verse is iambic pentameter. Free verse has no metrical pattern. Children should be exposed to free or blank verse. They should not expect all poems to rhyme or fit a specific rhythmical pattern.

Inside a Poem

It doesn't always have to rhyme,

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memory and tomorrow and always the tang is today.

Eve Merriam

Rhyme

Rhyming occurs when two or more lines end with the same or similar sound. Rhyming unifies the poem. It creates the musical quality of poems. Rhymes can come in the middle as well as the ends of lines.

Alliteration

Alliteration is the repetition of initial consonant sounds. Sound is used to establish a mood. An example of this is Silver by Walter de La Mare.

Silver

Slowly, silently, now the moon

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By silver reeds in a silver stream.

Assonance is the repetition of vowel sounds in words.

Ex. splishes and sploshes and slooshes and shoshes
of Susies galoshes from the poem Galoshes by
Rhoda W. Bacmeister.

Onomatopeia

Onomatopeia - words which sound like the things they refer to. (Buss - sounds like the noise bees make; hiss, crackle, pop, snap, etc.)

Sound of Water

The sound of water is:

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Snow.

by Mary O'Neill

Repetition

A word or phrase may be repeated over and over for emphasis or sound.

Coined Words

Poets often use unusual and nonsensical combinations of words to help to create the melody of poetry.

Tea Party

Mister Beedle Baddlebury,

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to tea again with me. Shod!

by Harry Behn

Imagery

Sensory imagery - imagery of touch, taste, smell, sight and hearing are used to evolve a mood or response. Words such as the following help the reader to experience what the author intends.

See - glitter, shadow, glow
Hear - rumble, hiss, growl
Smell - fresh-baked bread, low-tide, or new-mown hay
Taste - vinegary, salty, sour
Touch - slippery, ice-cold

Figures of Speech

Figures of speech such as the following are used to create vivid images.

Metaphors - metaphors are figures of speech which suggest a similarity between two unlike things. A metaphor is an implied comparison.

In Alfred Noyes' The Highwayman the following metaphors are used.

The wind - a torrent of darkness among the gusty trees
The moon - a ghostly galleon tossed upon cloudy seas.
The road - a ribbon of moonlight

Simile

A direct comparison which usually uses like or as

Skins of lemons are water-proof slickers

As sly as a fox
Her hair looked like straw

Personification

Animate or human characteristics are given to animals and inanimate objects.

Snow

The fenceposts wear marshmallow hats

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And want to dance away.

Dorothy Aldis

Symbolism

A symbol stands for something other than its literal meaning. It is a recurring concrete object or event that represents an abstract idea.

There are conventional symbols such as the cross for christianity, the elephant for the Republican Party, and cupid for love.

In poetry and prose the author may create a symbol to suit the particular piece of writing. For example, in DeJong's book Hurry Home, Candy, the broom is used as a symbol of all that had frightened the little dog.

The Mechanical Framework of the Poem

Punctuation marks indicate how the poem is to be read, where to stop and pause, where to raise or lower the voice. Punctuation also indicates conversation and the number of speakers.

In poetry the actual print on the page is often used to clarify and enforce meaning as in the following poem.

SEAL

See how he dives

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With a mouthful of fish!

William Jay Smith

Activities:

1. Have children act out words, vivid images, etc.
2. Ask them to dramatize the feeling of a poem.
3. Use musical instruments such as drumsticks, the triangle, etc. and ask students to try various ways of reading and accompanying favorite poems.
4. The following questions are the types of questions that can be asked to build awareness of the author's craft.

Thirty Questions To Ask About Poems:

1. Why is this a poem? Is it different from a story? Is this poem at all like a story? Did it make you feel any different than you feel when you read a story?
2. Why do people write poems? Why don't they write stories instead?
3. Why did this poet write this poem? What kind of person do you think he or she is? Where does he or she live? What does he or she like to do?
4. Are there people in this poem? (If not people, animals, mineral material or vegetable life) Are they like people you know? Do they talk the way people you know do?
5. Where does this poem take place? Is it like any place you know? Would you like to be in this place?
6. Is this poem funny,fast, light, frightening, exciting, happy? What other word does this poem make you think of?
7. Is this a beautiful poem? Should all poems be beautiful?
8. Did the things in this poem actually happen? Have they ever happened to you?
9. What things are there in this poem to see? Are these things you have seen before? How often have you seen them? Where?
10. What things are described in this poem? Are there any descriptions different from ones you have read before? How often have you seen them? Where? Are they done in the way you describe things?

11. Is this poem honest or true? Do you believe what it says? Does it tell you something you should know or believe?

12. What things happened in this poem that you would like to have happen to you? Did anything happen that you would not like to do? Could not? Should not? Would be afraid to do?

13. Did this poem try to teach you something? Is this something that boys and girls need to learn?

14. Did this poem have any parts that you would change? What might make this a better poem?

15. Are there any words or ideas in this poem you do not understand?

16. Find a word in the poem you think is interesting. Is this word used in the way the dictionary describes it?

17. What words rhyme in this poem? Are there any words that rhyme in a single line? Does each line rhyme with the next line? Are there any words that almost make a rhyme?

18. What happens to this poem if you change words in it? What happens if you change a rhyming word with another word?

19. How many different kinds of words are used in this poem? What kind of words are used most?

20. Are there some words in one line of this poem that begin with the same sound? Can you imagine why a poet would do this?

21. Are there words in this poem that sound like what they mean? (whizz, pop)

22. Are there things or animals in this poem that act or speak as if they were people? What makes them sound or look like people?

23. Are the lines in this poem short or long? Can you guess why?

24. Are there any sentences in this poem that look as though they were twisted around? Why would a poet twist sentences around?

25. Could you sing this poem? Does it sound like it might be the words to a song?

26. Do you feel that someone in the poem is telling what is going on? How much does he/she know about the people and things that are happening? Does he/she like what is going on?

27. Is there something said in this poem that is intended to mean something else than what it says? Does something mean the opposite from what it says?

28. What poetry language (figures of speech) is in this poem? (This would require the teacher previously to have children find some of these in poems; for example, metaphor, simile, irony, personification, etc. Some of the previous questions are aimed in this direction.)

29. Can you say in one sentence what this poem is all about? Why, or why not?

30. What two things or actions in the poem are contrasted or set against each other? Which one wins out? And finally, the things about poems we have talked about do you think you can put into a poem? What would be interesting things to write poems about?[1]

Types of Poetry

Children should also become aware of the distinguishing characteristics of the following types of poetry:

Narrative poem - has a story element running through it.
The Night Before Christmas
Paul Revere's Ride

Ballad - a narrative poem made up of short stanzas, often easily adapted for singing.
John Henry - A Steel Driving Man

See the "Ballad of John Henry"(Grade 4 Holt, Rinehart and Winston Data Bank - masters and records. Also, Bold Journeys, Macmillan Pub. Co., Grade 5 basal.

Limerick - Nonsense form of verse composed of five lines. The first, second, and fifth lines rhyme. The third and fourth lines also rhyme. The last line usually ends in a surprise or humorous statement. For example, Ogden Nash's The Octopus and the Panther. See also Magic Words, Macmillan Pub. Co., Grade 4 basal.

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[1] Groff, Patrick, "Questions to Ask about Poems", ELEMENTARY ENGLISH, January 1975, P. 121.

Epic - a long narrative poem recounting the deeds and adventures of legendary or historical heroes. These tales were handed down from one generation to another by word of mouth. In the long process of retelling, heroes became supermen who possessed all the characteristics most admired by the nation that produced them. They engaged in marvelous adventures in which they contended with supernatural forces as well as other mortals.

The following are examples of epics:

Robin Hood - Howard Pyle
Illiad and The Odyssey - Homer
(Retold by Picard)

Lyric Poetry - A lyric poem is rhythmical and descriptive. It directly expresses a personal emotion or attitude.

Examples of lyric poetry are:

The Road Not Taken - Robert Frost
I Meant To Do My Work Today
Le Gallienne

Haiku - A poem of three lines of 5, 7 and 5 syllables. Rhythm and rhyme are lacking. The pen is so condensed that words must be selected so carefully that they will create a mood and image despite the short, rigid form of Haiku.

(See the Wilmington Language Arts Curriculum (4-6) pp. 83-86.)

Ways To Make Poetry Important

Coordinate poetry with daily occurrences. There is always a right moment for a poem. There is always a right poem for the moment.

Keep A Poetry File

Poems are written about weather, holidays, colors, common experiences and feelings. A teacher who has filed different poems under subject headings has the advantage of being able to readily relate poems to specific classroom events and projects.

Have Children Make Their Own Poetry Files

Children might enjoy collecting poems about a variety of subjects such as pets, trees, science, holidays, etc. Other children may want to collect the poems of a favorite poet.

Have Poetry Sharing Times

Children may select a favorite poem, read it to the class and tell why they enjoy their particular poems. Expose children to a variety of types of poetry.

Provide Time For Choral Reading

Choral reading is the interpretation of poetry by several voices speaking as one. The class, under teacher direction, experiments with several different ways of reading a poem until they are satisfied that the selected manner of reading the poem best interprets its rhythm and mood. Some methods used are:

1. One person may head the narration while the rest of the class joins in on the refrain.
2. The boys may read certain lines, the girls others.
3. Each child may read a line while the class joins in at the beginning or end of the poem.
4. One group may repeat a rhythmical phrase such as "Clickety Clack" from Tippet's Trains while another group reads the lines of the poem.

The value of choral reading is in the reading and planning and in the increased understanding of the interpretation of the poem. Children should be allowed to try several different presentations and then choose the presentation that, in their opinion, best interprets the rhythm and meaning of the poem.

Poems with refrains or different speakers lend themselves particularly to choral reading.

Plays

A play is a story told in dialogue form with a few descriptive lines here and there to illustrate the setting and stage directions. A play is meant to be acted before an audience. It is meant to be heard and seen.

In a play, non-verbal elements exert a powerful influence on the effect of the scene. On stage, even when a character does not speak, he is reacting to other characters who are speaking. The unspoken reactions of characters, the presence of non-speaking characters, the rhythm and pace of the dialogue, and staging present the message of a play.

The reading of plays takes the imagination as emotions sounds, actions, feelings and interactions of characters must be imagined.

By reading plays children learn to identify with story characters, develop imagination, expand vocabulary, interpret the feelings of those in the story, become more aware of their own feelings, learn how to articulate a variety of feelings and concerns in clear English, and improve oral expression.

Two popular sources of plays for children are as follows:

Plays Magazine
30 Plays for Classroom Use, Durrell and Crossley
Plays, Inc., 8 Arlington St., Boston, Ma. 02116

Children should be provided with the opportunity to read and present plays.

Activities:

To point out the specific characteristics of a play, children should be encouraged to try several different interpretations of a play. Some questions to ask are:

> What effect would it have if the main character spoke her lines in a whisper instead of a shout? More slowly? Faster? Had a smile on her face? etc.
>
> Would it make any difference if Reginald walked off the stage instead of setting down on the floor?
>
> How should Peter say his lines to show how he really felt? How should he act?

Help Children Appreciate Basic Elements of Literary Style

If children are to gain an appreciation of literature mere exposure to books and recreational reading is not enough. Children need a planned program based on specific objectives. Children should be helped to appreciate the different types of literature. They should also be helped to appreciate basic elements of literary style.

The following table presents a sequential and cumulative listing of literary analysis skills by grade level:

Table of Sequential and Cumulative Literary Analysis Skills

Grade	Skill
1	Name characters, identify setting, retell story, identify conflict, tell solution.
2	Identify beginning, middle, and ending of plot
3	Describe characters, identify climax.

Table of Sequential and Cumulative Literary Analysis Skills (cont'd.)

Grade	Skill
4	Discuss characterization, note cause and effect.
5	Discuss mood through choice of words
6	Discuss style through sentence patterns and approach.

Literary skills should be taught in a way that allows children to explore and discover as much as they are ready to absorb. Research has shown that this ability can be applied to literature. It is suggested that teachers present different skills and note the reactions of individual children. Differentiating instruction through study guides and discussion groups provide the means for expanding the potential of those who are capable without pushing other children beyond their limits of comprehension.

Since responses to literature are largely subjective and highly individual, children should be allowed their own opinions and not made to feel that their answers are right or wrong. Children should be encouraged to discover their own meanings. In this section components of fiction and elements of style are defined and expectations for children are listed. Also presented are questions and activities designed to help build understandings in respective areas without destroying appreciation.

Children should be helped to develop understandings related to the following areas:

Setting
Character Development
Plot
Theme
Point of View
Author's Use of Words

The Setting

The setting is the time (where) and the place (when) of a story. Children can be helped to:

- identify the time and place of the story.
- recognize clues that indicate time and place.
- recognize the influence of the setting on the characters and events.
- recognize the significance of changes in setting.

Activities:

Read the opening paragraph or pages of a story, have the children determine when and where the story is taking place. What clues are there that back up your answer? (Food, clothing, shelter, modes of transportation, etc.) How does the setting affect action? Could this story have taken place in the North Pole? In 1876? Why or why not? How would you feel if you had to move 2000 miles away from your home town and all your friends?

Read the Wizard of Oz (or other story set in a "strange setting") Ask:

> Why does the author spend so much time describing the setting?
> Is it necessary? Why? Why not?
> Is there a Land of Oz?
> Does it seem believable in the story?

Have children take characters from stories of historical fiction and place them in modern settings? What changes would there be?

Help children with time and space words. When was "once upon a time?" long ago? far away? Over the ocean? nearby? in the next village?

Help children note similarities and differences between story communities and their own.

Characterization

Characterization is developed by what the characters in the story do, say, and think. Simple physical description is not characterization.

Children should be helped to:

1. Describe important traits of main characters.
2. Recognize techniques used to reveal character development. (Describing character in his surroundings, showing him in action, listening to him talk, revealing his thoughts and reactions to people and events, showing what others say and think about him, telling how others act toward him.)
3. Note changes in behavior from the beginning to end of the story.
4. Note causes for changes in behavior.
5. Note whether or not the characters are believable. (Are they like people one would meet? Do they speak and act appropriately for a given situation or time period? Do they have strengths as well as weaknesses?)

Activities:

If a new person came to school how would you get to know that person? List the ways.

Read the story. How does the author help you to get to know the main character? What does the character say, do, think, that lets you know he is angry? happy? frightened? etc.

Why did the character do what he or she did? What were the reasons for his/her behavior?

How would you have reacted in a similar situation?

List the ways in which the author makes the character seem real. What does the character say, do, think, that makes the reader believe he is a five-year-old boy?

Plot

The plot is the plan of the story. Children should be helped to:

a. recognize the story conflict or problem.
b. recognize the climax.
c. recognize events which build to the climax or resolution of the problem.
d. summarize the sequence of events.
e. recognize cause and effect sequence of events.

Episodic plot - a series of scenes which are often complete in themselves. Each chapter can be read independently. (See Beverly Cleary and Carolyn Haywood books)

Evolving Plot - One thing leads to another. Cause and effect is dominant. The story evolves chapter by chapter.

Activities:

1. What is the story problem or conflict? What are the complicating incidants?

2. Does the beginning capture interest? Does the ending sum up the story?

3. What are the main events of the book that lead to the solution of the problem? What happened after the problem was solved?

4. What other stories have plots similar to this one? Examine mystery stories or fairy tales.

Activities: (continued)

5. How are the events placed so that they build suspense about what will happen next?

6. Eliminate an event from the story or scramble events in the story. Discuss the effect on the story.

Theme

The plot is the "what happens" of the story. The theme is the purpose of the story. What does it mean? What is the overall message? What is the author trying to say? The theme deals with overall values and social concerns. The conflict between good and evil is the theme of L'Engle's A Wrinkle On Time. The meaning of friendship and loyalty is the theme of Charlotte's Web. Lonliness is expressed in Island of the Blue Dolphins, The Stranger at Green Knowe.

Children can be helped to differentiate between theme and plot, to look for meaning beyond the literal account of the story, and to look for clues to meaning in the title of a book.

Activities:

Help children to distinguish between plot and theme by having them read different books with similar themes. For example: Dandelion, Harry the Dirty Dog, and The Rabbit That Wanted Wings. These are stories about animals who want to be what they are not. Happiness comes when they are true to their own nature. Children could be asked to give the details of each story and then discuss the message of the stories.

Some questions that help to pinpoint theme are:

What does the story mean in addition to what it tells?
Does the story teach us a lesson?
What does the story say about the way people live their lives?

Point of View:

Point of view is the position from which something is being considered. Children should recognize who is telling the story.

Third person narrator - author tells the story.
First person narrator - the main character tells the story.
Omniscient narrator - the author tells all, the story and the thoughts of all characters, the commentaries.

Children should also be helped to see how point of view affects the interpretation of the story. Point of view also refers to the authors attitude toward the subject and what he wants the reader to obtain from his work. To this end the author uses humor, irony, satire, etc.

Tell the story of Little Red Riding Hood from Little Red Riding Hood's point of view, from the wolf's point of view, from the grandmother's point of view. How would the stories differ?

Take examples such as the following from children's reading and ask them to change the author's point of view by changing the underlined word.

1. I think the idea of Sammy Sole running for president is great.

   How could anyone think that Sammy wouldn't do a good job?

   Everyone knows he is smart and very hard working.

   PLEASE DO VOTE FOR SAMMY.

2. One of the most important things I own is an old watch given to me by a friend.

   I have never been late with this watch. It always keeps perfect time.

3. Driving on the highway is a terrible thing to do nowadays.

   People are so rude and grumpy.

   It is so hard to keep the car from getting bumped!

Make sample question cards such as·

> What would the author think about someone who lied about her age? A child who was afraid of the dark? Modern astronauts?

Have children answer these questions and give reasons for their answers based on their reading.

Ask questions such as:

> Is the author angry, surprised, unhappy?
>
> Does the author like the main character?

Ask the children to explain their answers based on their reading.

3.38

Authors Style and Use of Words

Children should also be helped to recognize the way the author uses words and sentences to create the mood and tone of the story.

Children should be helped to recognize:

1. Figurative as opposed to literal language.
2. The effect of figures of speech and imagery.
3. Elements of humor.
4. The variety of sentence patterns used.

Recognizing Figurative Language

Figurative language is an intentional departure from the normal order. Construction or meaning of words to create a vivid impression on the reader.

Our language is filled with expressions which mean more than what the words actually say. Children who cannot go beyond the literal meaning are at a loss especially when reading literature.

Children who have difficulty understanding and recognizing figurative should be provided with more experience with them.

Suggested Activities:

Take figurative expressions from the literature children are reading. For example:

Joe rested his eye on the silver cup.
She was completely in the dark.
He flew off the handle, etc.
Have children draw pictures of the literal meaning and the figurative meaning of each expression.

Have children read passages with figurative language.

Discuss: How would the meaning be changed if this expression were interpreted literally?

Have children make a game by:

1. Selecting sentences of passages from their reading that contain figurative language.

2. Writing the passage on a piece of oak tag.

3. Underlining the figurative expression.

4. Writing the correct interpretation on the reverse side of the card.

To play the game one player starts by taking the top card and reading it. He then tells what the figure of speech means. He turns the card over to check his response. If correct, he keeps the card. Continue on to next player.

Figure of Speech

Figures of speech and imagery create vivid impressions for the reader. They help to create an atmosphere of mystery, gloom, evil, joy, etc.

Sensory imagery, metaphor, simile and symbolism are discussed in the poetry section.

Elements of Humor

Children should be helped to recognize various elements of humor such as:

1. Surprise or the unexpected
2. Exaggeration
3. Anachronism

They should also be helped to appreciate the following when they occur in their reading.

Irony

Irony is a grim humor. It is a situation in which words of praise are spoken but blame is intended or vice versa. It is a situation in which words that mean one thing are used to mean another.

Satire

Satire is humor and wit utilized to criticize mankind or human institutions for the purpose of improving them.

Puns

A pun is a play on words that sound alike.

Questions and Activities:

Read tall tales and discuss why they are funny? Have the class list things that happened recently that made them laugh. Try to categorize them according to the various elements of humor. Comparé the humor in political cartoons and non-political cartoons.

The Variety of Sentence Patterns Used

Authors use a variety of sentence patterns to emphasize meaning and create a mood. They vary sentence types, lengths, and beginnings. They intersperse dialogue with descriptive passages. They use short, choppy sentences to present one kind of an effect; and long involved sentences to create another.

Questions and activities such as the following help children to appreciate and understand this.

1. Why is an exclamation mark (!) used at the end of this sentence? Would it make a difference if this sentence ended with a period (.)? Why or why not?

   What happens when the order of words in a sentence is changed? In Dr. Seuss' book The Cat in the Hat, change the line that reads "all that cold, cold, wet day" to "all that wet cold, cold day". What is the difference. Omit the word "cold". What effect does this have?

   What would happen if no dialogue was used in the story? If the story was all description and indirect statement?

   What would be the effect if the whole story was written in sentences such as the following - "John hit the ball."

   Find passages that give the reader a feeling of fast action. Find passages that give the reader a sense of slow, thoughtful action. Compare the types of sentences that are used.

A FINAL WORD

		Yes	No
1.	Do you read to children regularly and at least once each day?	___	___
2.	Do you use storytelling when appropriate?	___	___
3.	Do you relate content areas of the curriculum to literature?	___	___
4.	Do you read children's books?	___	___
5.	Do you help in the selection of children's books for your school?	___	___
6.	Do you teach literature as a regular part of the curriculum?	___	___
7.	Do you try in several ways to evaluate your literature teaching?	___	___
8.	Do you encourage students to talk about books they read?	___	___
9.	Do you have in your classroom a variety of children's books - a changing but balanced collection?	___	___
10.	Do your plans for the day include time for teaching literature?	___	___
11.	Do you read regularly at least one publication devoted to articles about and/or reviews of children's books?	___	___
12.	Do you encourage the use of the public library?	___	___
13.	Do the students you teach read and like to read?	___	___

Score: Number of "yes" answers

13	You have arrived. The students you teach are fortunate indeed!
10-12	You are well on your way.
5 - 9	Changes are in order
0 - 4	What are you waiting for?

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Name ______________________________ Date ________________

Grade ___________ School ________________________________

* * * LET'S HEAR FROM YOU!

What parts did you find to be most helpful?

What additions, suggestions, and activities do you have that will make implementing this section easier?

Additional Comments:

CHAPTER 4

CRITICAL READING

Specific Strategies for Helping Students Read Critically

Develop Needed Concepts

Develop a Questioning Attitude

Recognize How Language is Used to Influence Opinions
Emotional Language
Denotation vs Connotation
Euphemism
Propaganda Techniques
Literary Devices
Vague vs Specific Terminology

Evaluate Information Objectively
Distinguishing Between Fact and Opinion
Recognize Reality from Fantasy
Recognize Relevant from Irrelevant Ideas
Recognize Sufficiency of Information

Evaluate the Purpose, Quality and Accuracy of Written Material
Questions for Evaluating Literary Books
Questions for Evaluating Informational Books
Evaluating Persuasive Material

Organize Information to Solve a Problem or Prove a Point
Inductive Thinking
Deductive Thinking
Scientific Problem Solving

Assessment: Checklist of Critical Reading

CRITICAL READING

Critical reading is reading and reacting thoughtfully to the ideas of others whether they are literary, informational or persuasive. It involves (1) the ability to solve problems through the logical organization of facts and (2) the ability to examine materials read and ideas presented in light of objective standards.

In order for children to become proficient critical readers they must understand its purpose and importance, and then be provided with opportunities to apply this skill to their reading.

Specific Strategies for Helping Students Read Critically

Children should be helped to:

1. Develop a questioning attitude
2. Recognize how language is used to influence opinions
3. Evaluate materials objectively
4. Evaluate the purpose, quality, and accuracy of written material
5. Organize information to solve a problem or prove a point

Develop Needed Concepts

Develop a Questioning Attitude

The teacher needs to stress the importance of developing a questioning attitude so that children will learn to continually evaluate the relevancy and authenticity of material they read. Students need to form the opinion that not everything in print is true.

Develop a Questioning Attitude: (Cont'd)

Some prominent errors resulting from the lack of having a questioning attitude are:

1. Making generalizations on the basis of insufficient data or unsupported evidence.
2. Ignoring contradictory information when drawing conclusions and forming opinions.
3. Basing conclusions on statistical fallacies.

In order to help the students develop a questioning attitude, the teacher can do the following:

1. Provide for a variety of discussion opportunities; brainstorming, panel discussions and group discussions.
2. Use a variety of texts in the content area and encourage the students to look for differences of opinions or interpretations.
3. Introduce controversial issues and topics into the curriculum in an effort to de-emphasize uniformity.

Recognize How Language is Used to Influence Opinions:

In order to be made aware of how the mind can be manipulated through the use of language. Children should be able to identify and understand the effects of:

a. Emotional language
b. Denotation vs connotation
c. Euphemism
d. Propaganda techniques
e. Literary devices
f. Vague vs specific terminology

Recognize How Language is Used to Influence Opinions: (Cont'd)

a. Emotional language: words that appeal to emotions, incite action or arouse sentiments.

Example: In lieu of "the crowd" the author uses "the mob".

Even the most literal words can be emotive:

"Nylon" - means one thing to a scientist and another thing to a woman wearing stockings.

Activities:

1. Use each of the following words twice: first, in a sentence in which the word means something good or attractive; second, in a sentence in which it means something bad or disagreeable. For example, old-fashioned is intended as something favorable in the statement, "This is a genuine old-fashioned soup, the kind your grandmother used to make." But it is unfavorable in the comment, "Poor Mary! Her clothes are so old-fashioned!"

   hysterical
   slick
   child
   simple
   soft

2. Study these words and decide which ones place the subject in a favorable light:

   hick
   rural
   withdrawal

   fat
   stout
   conceited

   retreat
   crowd
   mob

   self-confident
   smelling
   reeking

3. Discuss: Why do advertisers use the word scent instead of smell?

b. Denotation vs connotation: dictionary definition of a word.

Example: Dynamite - 1: a blasting explosive that is made of nitroglycerin absorbed in a porous material and that sometimes contains ammonium nitrate or cellulose nitrate; also: a blasting explosive that contains no nitroglycerin; 2: one that has explosive force.

b. Denotation vs connotation: (Con'd)

Connotation - the suggesting of a meaning by a word apart from the thing it explicitly names or describes. (Images and emotions are suggested by the word)

Example: Jay Jay thought Thelma's new girlfriend was dynamite.
What is the connotation of dynamite?

Activity: Pick out brand names and discuss why a particular name was suggested: Adorn (hairspray), Outdoor Man (after-shave lotion), Mr. Goodbar (candy)

c. Euphemisms: words used to disguise unpleasant or unimpressive facts or problems sugarcoated so that a person's understanding is blurred.

Example: "surrender" becomes "transfer of power"
"bombing" becomes "air support"
"slums" becomes "substandard housing"
Robin Hood borrowed from the rich . . .

Activities:

1. Have children locate Euphemisms in articles and stories. See Beverly Cleary books.

2. Have children create their own euphemisms.

3. Discuss why newspapers use the term body count instead of the number dead.

d. Propaganda: deliberate attempt to persuade a person to accept a point of view or take a certain line of action. Propaganda appeals to:

human needs
curiosities
hates
fears
interests
loves
prejudices
amusements

Propaganda is found in books, ads, handbills, magazines, newspapers, on billboards and television.

Example: Commercial for Pond's cream: Use for 7 days and on the 7th day you'll get a man.

d. Propaganda: (Cont'd)

Techniques:

1. Name calling - using disagreeable words to arouse fear, hate or disapproval. (Communist, facist, etc.)
2. Identification - describing current persons, places or things in terms of glorified personalities, locations or artifacts of the past. (He was a modern day Lincoln)
3. Glittering generalities - often found in political campaigns. (Democracy, motherhood, justice)
4. Testimonial - endorsement by a celebrity. (Joe DiMaggio & Mr. Coffee; Lassie and Recipe Dog Food)
5. Bandwagon - appeal to the psychology of the reader or viewer. ("Join the group")
6. Repetition - belief that if a statement is repeated enough it will lead to the truth. ("Coke - it's the real thing")
7. Innuendo - smearing one's name, actions or character to alter one's view. (Mr. X, who is running for office, was picked up for shoplifting when he was 12.)
8. Distortion - facts are taken out of their proper perspective. (After the man hit the child on the bike, he drove away. In reality, he drove to get help for the child.)
9. Card stacking - selection of facts and materials for a good or bad purpose. (A campaign manager will stress only the candidates' positive aspects)
10. Plain folks - admiration of humble, unpretending, common man. (John Doe approach)
11. Transfer - placing positive or negative traits or characteristics on a person or product. (He's as American as apple pie)

Activities:

1. Rewrite newspaper headlines using more vivid or colorful words. Show how meanings can be slanted or distorted by the use of emotion-arousing words.
2. Have children find examples of propaganda in magazines, newspapers, television commercials, advertisements.
3. Tell the facts of a story but tell the facts in a way that will make the audience think favorably (unfavorably) of the main character.

e. Literary devices: such as similes or metaphors also influence the readers view of the facts.

Example: Her hands felt like sandpaper.
The candidate slithered into the room.
He is the world's straight arrow.

Exaggeration is used for the purposes of intensification. It is the building up of an idea to strengthen dramatically the reader's reaction.

Example: He has money to burn.
He sold his bicycle for peanuts.
When I went to the dentist I had millions of cavities.
He was so slow even a turtle could beat him in a race.

Read the literature section of this guide. Expose children to literary devices in fiction and in persuasive materials. Discuss the purpose of literary devices and their appropriateness in various materials.

Have children use literary devices to rewrite the following facts so that they present a positive or negative feeling.
"The principal walked into the room.
She spoke to the class about their behavior on the field trip.
She then left the room and went to her office."

f. Vague vs specific terminology: many words such as fine, good, much, are so vague that they give no information. Children should be helped to examine statements such as:

He was a fine candidate who thinks only of what is good for people.

Although the words fine and good give a positive impression of the candidate, they do not give any of the specific kinds of information that voters need to know.

Activities:

1. Have students locate vague statements.

2. Show students statements such as the following ask: What do you know about ________? Can you describe ________? What would you like to know about ________?

Evaluate Information Objectively:

A critical reader must be able to evaluate ideas presented in order to determine their usefulness. To do this objectively it is necessary to:

1. recognize fact from opinion
2. recognize reality from fantasy
3. recognize relevant from irrelevant ideas
4. recognize sufficiency of information

1. Recognize fact from opinion:

A fact is objective and can be verified. It is not open to different interpretations.

Example: Wilmington is a town in Massachusetts

An opinion may not be agreed upon by everyone. It may represent different points of view.

Example: Boys like girls with long hair

Some terms which help distinguish fact from opinion are:

all
always
almost
many
more
most
less
few
only
none
it seems to me
in my opinion

Activity: Have students state whether the following statements are facts or opinions. Be sure they can explain their answers.

1. Tomorrow John Smith will be elected class president because most of the students will vote for him.

2. Two-hundred years from now people will be taking vacations to the moon.

3. Everyone likes chocolate ice-cream.

4. Abraham Lincoln was the 16th President.

Activity: (Cont'd)

5. Mexico is south of the United States.

Directions: Ask child to put a ✓ in the correct box.

Sample Worksheet:

	Fact	Opinion
1. Women are better drivers than men.		
2. Dogs make the best pets		
3. A Ford is a better car than a Chevrolet.		
4. This country is the best place to live.		
5. We get pork from pigs.		
6. You can buy more with a dime than you can with a nickel.		
7. A rocket can go higher than a plane.		
8. Tall men are smarter than short men.		
9. People eat plants.		
10. Orange can be made by mixing red and yellow.		
11. Girls are smarter than boys.		

2. Recognize reality from fantasy:

Reality exists in actual fact and can be proven to be true.

Example: Earth is a planet.

Fantasy exists in one's imagination.

Example: Frosty the Snowman was fun to play with.

Activities:

1. Children select fairytales, folktales and/or fables (i.e. Cinderella) and list all of the aspects of the tale that could actually have taken place in reality and all of the aspects of fantasy in the piece.

Reality	Fantasy
Mean stepmother	Fairy godmother
Ugly stepsisters	Coach from pumpkin
Prince	Horses from mice
Ball	Gown from rags

2. Have students change factual presentations to fantasy and vice versa.

3. Read the following sentence to the students. The moon is made of green cheese. Ask the students if this is a fact (a true statement) or if it's a fantasy (a made-up, or make-believe statement). Pause for response. Read the following statement to the students. Werewolves appear when there is a full moon. Ask the students if this is a fact or whether it is make-believe or fantasy. Ask the students if they know of any other statement like the two given above which fall into the category of fantasy. Write the word fantasy on the board and list under that heading all suitable suggestions. Read the following statements to the students and let them decide which statements are facts and which are fantasy.

    1. Jack Frost bites children's noses.
    2. Cinderella was a real person.
    3. Dinosaurs lived millions of years ago.
    4. All oceans contain salt water.
    5. The Gingerbread Man could run very fast.
    6. Girls are made from sugar and spice.
    7. Tomatoes are part of the fruit family.
    8. Whales are mammals.
    9. Cats have nine lives.
    10. Toys come out of their shelves at night to play games and have parties.

Activities: (Cont'd)

3. (Cont'd)

Discuss how a person can prove that a statement is a fact. Have the students use a dictionary or a reference book to check some of the listed facts and fantasies. (For instance, Sentences 4 and 9)

"Fairytale Newspaper"

Skill - inference

Type of activity

Individual
Small Group
Class

Directions:

Class makes an updated version of fairytales, etc., where the key figures are described in modern day vernacular with their names left out. Versions should take the form of newspaper accounts.

Children try to identify celebrity characters from the news accounts.

3. Recognize relevant from irrelevant ideas:

Children must be able to separate relevant from irrelevant information if they are to come to defensible conclusions.

Example: I have worked hard for over 2 years for the Democratic party trying to raise funds. I have served my country in the armed forces and I attend church regularly. Therefore I feel I should be the Democratic candidate for President of the United States.

In this paragraph the evidence does not support the conclusion. It is irrelevant. However, the statements have emotional appeal. Students should be helped to think through the qualifications needed for President and to weigh the evidence presented in view of these qualifications.

Activities:

Present children with several statements, then ask them to draw conclusions. Would you vote for this man for President? Why or why not?
Would this man make a good teacher? Why or why not?
Would this man make a good football coach? Why or why not?
Help them to separate specifically needed qualifications from personal characteristics.

Bring in newspaper articles and help students recognize relevant from irrelevant information.

Ask students to construct paragraphs in which one statement is irrelevant to the conclusion. Have the students exchange paragraphs and detect irrelevant statements in each others' paragraphs.

4. Recognize sufficiency of information:

A critical reader needs to be able to suspend judgement until there is sufficient evidence to support a conclusion. Questions such as:

Do we have enough evidence?

Is one example enough?

Are both sides of the issue presented?

If it happened once will it happen all the time?

If some people reacted favorably, should we assume all people will?

What else would you like to know?

help students recognize the need to acquire sufficient data before making conclusions.

In addition:

1. Teachers can set a good example! When answering questions examine several sources to be sure that all aspects of the question are answered.

2. Assign the same question to different children or

groups of children. Have them use different sources. Emphasize the fact that 1) different questions are answered by different sources; 2) a variety of information presents a broader view of the question.

3. Assign a topic that requires a decision. Have children list all the questions they would like answered before making the decision. Discuss the different decisions that would be made if they had 1/2 the evidence.

In the fourth, fifth and sixth grades children should continue to have many evaluation experiences in connection with the reading which they do in all of their subjects. Some suggested evaluation experiences are:

a. Find the main idea of a paragraph together with its supporting details.

b. Select ideas to evaluate critically:

1. truth of statements
2. significance of incidents
3. validity of facts

c. Select and evaluate statements which:

1. support a conclusion or generalization
2. prove a point
3. answer a leading question requiring judgment
4. lead to a decision in regard to statements of fact versus opinion

Evaluate the Purpose, Quality and Accuracy of Written Material:

Through wide reading children should be led to recognize the difference between literary, informational and persuasive material.

Evaluate the Purpose, Quality and Accuracy of Written Material: (Cont'd)

Literary material consisting primarily of stories, poems, plays, etc., is written to entertain: Characters, places and events can be realistic or fanciful.

Informational books impart knowledge. They should be factual and authentic.

Persuasive material attempts to persuade by argument.

Children can be helped to evaluate the purpose, quality and accuracy of what they read through questions such as the following:

Literary Books

1. Does the beginning capture interest and make you want to read the story?
2. Does the book tell a good story?
3. Could this story really happen? Why or why not?
4. Is this story make-believe? What makes you think so?
5. Would children older or younger than you like this story? Why or why not?
6. Are the characters convincing and believable?
7. Do you see strengths and weaknesses?
8. Does the author avoid stereotypes?
9. Is the dialogue natural and suited to the characters?

Informational Books

1. Is the author well qualified in this field?
2. What is the source of the author's information? Is it the best source? Why or why not?
3. What is the publication date?
4. This book was written 12 years ago. Does that affect the accuracy of the article?
5. Are facts, theories and opinions clearly distinguished?

6. Do text and illustrations avoid stereotypes?

7. Are specific facts given?

8. How does this book compare to other books written on the same subject?

Evaluating Persuasive Material:

Persuasive material, which tends to move the reader by argument, can follow the same criteria for informative books with one exception. The reader must be aware of the author's use of language to manipulate the reader.

Analyzing Persuasive Material

1. Who is the author?

2. Is he working for someone or some enterprise?

3. What is he trying to persuade people to do or believe?

4. What is his aim or purpose?

5. What facts does he use to prove his point?

Example: We have been discussing the conclusion reached by the author of this article. Would you tell me the reasons he gives for reaching this conclusion? What reasons could you give to support the opposite conclusion? In this case could both conclusions be correct, though opposite?

6. What human interests, desires, emotions, etc., does the author appeal to?

7. What techniques does he use?

8. Are you going to be influenced? Why or why not?

In addition children can be helped to detect authors' bias and qualifications through procedures such as the following:

Evaluating Persuasive Material: (Cont'd)

1. In using a source, have the children find out: Who is the author? What are his qualifications for writing it? When did he write it? Is the copyright date old or recent? Could that affect the content? Who recommends the book? On what authority?

2. Develop the children's awareness of authors by having them learn which are authorities on particular subjects, and by collecting information about authors from newspapers, magazines, or television and radio broadcasts to use on a bulletin board.

3. Ask the librarian to teach the children how to find out about authors by using Who's Who, Living Authors, Junior Authors, Current Biography. What are the differences among these sources?

In addition, help students to ask questions such as the following:

Does the author have a good reputation in his or her field?

Is the author writing about his or her field?

Does the author stand to gain from what he or she has written? In what ways?

Did the author use sufficient evidence to develop his or her ideas?

Activities such as the following will also help:

Activities: Each statement below is followed by a list of people. Put a check mark beside the person you consider best qualified to speak about the subject stated.

1. The best way to treat an infant for Chicken Pox:

   a. A grandmother who raised 10 children and says she cured them all of Chicken Pox all by herself.

   b. A pediatrician or a doctor who specializes in treating diseases of children

Activities: (Cont'd)

2. A description of life in Alaska
    a. The Senator from Alaska
    b. A tourist who spent 2 weeks in Alaska

Organize Information to Solve a Problem or Prove a Point:

A critical reader is also able to organize facts to solve a problem, form an opinion or prove a point.

Experiences should be provided which require:

a. Inductive thinking
b. Deductive thinking
c. Scientific problem solving

Inductive and Deductive Thinking

In order to organize the facts given so that one may solve a problem, one can make use of either inductive or deductive thinking.

a. Inductive thinking:

Inductive thinking starts with the specific and moves toward the general. In this process:

1. The data is given first.
2. Then the writer builds up to classifying.
3. Generalizations come last.
4. Then there is an evaluation of generalizations in light of the data.

Example:

Given: Nancy went to the doctor for an examination. She had a headache, an upset stomach, a temperature, a runny nose, itchy eyes, a sore throat and she was very tired.

Generalize: Nancy was sick with the flu.
Nancy had the grip.
Nancy had food poisoning.

a. Inductive thinking: (Cont'd)

One must justify and evaluate their conclusion.

b. Deductive thinking:

Deductive thinking starts with the general and tries to make predictions based upon these generalizations. In this process:

1. Generalizations are given first.
2. The subject is classified.
    a. General characteristics are given.
    b. Differences and similarities among the classes are noted.
3. Examples and supporting data giving specific information about differences within the classes follow the classifications.

Example:

Given: If Jim studies, then he will get good grades.
Jim gets good grades.
Therefore: Jim studies.

The following activity illustrates how reading selections can be used to foster inductive and deductive thinking.

Activity:

From: The Secret Raft
by Hazel Krastz
@ 1965 - Vanguard Press, Inc., N.Y.

Joel picked up the stick and tried to balance it on one

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Activity: (Cont'd)

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"That's right", said Howie, "We ought to bring hammers and nails too."

1. Deductive thinking:

   How old do you think Howie, Joel, and Diane are? Are they adults? Toddlers? Are they the same age as you? What facts in the story back up your decision? Are these facts or opinions?

2. Inductive thinking:

   From the facts given to you in the story, can you wisely say that Howie, Joel, and Diane are building something? What could they be building? To help you answer this question, go back and read the story. This time look for clues: Where might they want to use this object? How big could it be? Is it difficult or simple to build? Who would use it and why? (Hint: Does wood float?)

c. Scientific problem solving:

The steps involved in scientific problem solving are:

1. Identify the problem
2. Hypothesize
3. Experiment
4. Observe
5. Analyze
6. Verify data
7. Draw conclusions

Activity:

Databank Level 5 has an excellent scientific problem solving activity on Christopher Columbus - The Discoverer

CHECK LIST OF SKILLS IN CRITICAL READING

	Always	Usually	Seldom	Never
Can the student do the following?				
a. Recognize the significance of the content				
b. Recognize important details				
c. Identify unrelated details				
d. Find the main idea of a paragraph				
e. Find the main idea of larger selections				
f. Locate the topic sentences				
g. Locate answers to specific questions				
h. Develop independent purposes for reading				
i. Realize the author's purpose				
j. Develop standards to determine the accuracy and relevancy of information				
k. Determine, judge, and draw conclusions from the author's interpretation of controversial issues				
l. Evaluate concepts gained by contrasting and comparing them with facts and opinions from several other sources				
m. Suspend judgment until sufficient data is gathered				
n. Visualize from a written oral description				
o. Draw one's own inferences from the material and recognize the inference implied by the author				

Name: ______________________________ Date: ______________________________

Grade: ______________________________ School: ___________________________

LET'S HEAR FROM YOU!

What parts did you find to be most helpful?

What additions, suggestions, and activities do you have that will make implementing this section easier?

Additional Comments:

Chapter 5

CREATIVE READING

Factors Which Foster Creativity

Specefic Techneques Which Promote Creative Reading and Thinking

- Osbornes Check List
- Brainstorming
- Reverse Brainstorming
- Questioning
- Attribute Listing
- Remote Assoceation
- Forced Relationships
- Modification
- Listing
- Creative Problem Solving

Assessment: Creativity Check List

CREATIVE READING

Creative reading ability is the ultimate goal of all reading instruction. It can be defined as the ability to apply the knowledges, attitudes, and insights gained from reading to the reader's own life for problem solving.

We live in a changing world where flexibility of thought is needed. Throughout their lives, students will learn to use past experiences and present conditions to arrive at new solutions and produce, recognize and implement new ideas. Flexibility in thinking is needed so that students won't consistently try to solve new problems by the same methods used in solving other problems.

"To live creatively, to work creatively, and to think creatively is considered a desireable asset by many. People view creativity as the ingredient needed to solve problems of pollution, world population, food shortages, city planning, medicine, education, and so on." (Wiegand pg. 208) Each individual will need creative thinking to use present skills to solve problems of tomorrow and recognize the need to develop new skills. Creative thinking gives children the confidence and courage to solve problems and develop new solutions to old problems. They develop flexibility in thinking so that they can make sense out of seeing disorder and ambiguous conflicting facts and data.

Creativity promotes self-confidence, a feeling of adequacy and the ability to see what others have failed to see.

Creativity can be developed if nurtured. It is made possible by the conditions set for it in the classroom. Therefore it is up to the teacher to plan the conditions which foster and reinforce creativity.

Recognize factors which foster creativity. Use specific techniques which promote creative reading.

Recognizing Factors

The teacher must recoginze that certain environmental conditions are necessary if creativity is to be nurtured in the classroom. The following chart lists factors which contribute and those which hinder creativity.

Teacher Input

Factors Which Contribute To Creativity	Factors Which Hinder Creativity
1. Material which lends itself to creative thinking	1. Providing dittos, patterns and cutouts to the class with the results being identical.
2. Students must be allowed time to think about what they are doing and how they are going to attack it.	2. Excess rigidity or structure within the classroom.
3. Students and teachers must be tolerant of other's ideas and feel free to express their own ideas.	3. Too much reliance on text material only.
4. The teacher sets reasonable tasks for the individual students.	4. Over-emphasizing competition amoung the students.
5. Divergent thinking processes are stressed.	5. Emphasizing the one correct answer.
6. Students are grouped according to needs; everchanging	6. Students are put in one group for the year.

Adapted from:
Smith, James — Creative Teaching of Reading and Literature
pgs. 11,59 — in the Elem. School — Allyn & Bacon 1967

Osborn's Checklist

Put to Other Uses? New ways to use as is? Other uses if modified?

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Combine? How about a blend, an [illegible]oy, an assortment, an ensemble? Combine units? Combine purposes? Combine appeals? Combine ideas?

*Osborn, Alex F., Applied Imagination (Rev. Ed.), p. 318, New York, Charles Scribner's Sons, 1957.

Whiting pg. 62

Brainstorming

The child develops new ideas after he is presented with a problem or idea by the teacher. When setting up a brainstorming session, the teacher should keep in mind the five rules of thumb concerning brainstorming.

*1. The participants must be familiar with the problem to be solved.

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5. The brainstorming sexxion must have a definite time limit-usually 10 minutes-unless the ideas are going hot and heavy. (pg. 172)

*Clark, charles H., Brainstorming, Doubleday &Comp., 1958, pgs. 89-103.

Brainstorming lends itself to many different size groupings:*

1. individually
2. small group (6-12)
3. large group (12-20)

However, the teacher should keep in mind that members of a small group are more at ease while contributing ideas.

*Clark, pgs. 155-176

Activities:

Solve these problems:

a) You are given an old man's leather belt, a pair of suspenders, and a woman's stocking. select one of these objects and list as many uses for this item as you can. (Weigand, pg. 217)

b) How many uses can you think of for a pencil?

c) Imagine that after 1980, everyone was born with an extra thumb on their left hand, on the other side of the hand: What benefits or difficulties will arise when people start having this extra thumb? (Whiting, pg. 91, Creative Thinking)

d) What could be done to your town to make it an attractive resort area? (Weigand, pg. 232)

e) My watch stopped. How many ways can we use to determine what time it is? (Weigand, pg. 232)

f) When studying ancient forms of life, ask the students to think of all the animals they know and then design a new animal using features of animals known. They are to create a new animal which would have the necessary characteristics to enable it to survive in the world of the future. (Weigand, pg. 234)

g) What kind of world would it be if ice contracted instead of expanding upon freezing? (Weigand, pg. 237)

h) Matches, when burned, curl upward. How would you explain this? (Weigand, pg. 243)

*See Wilmington K-3 Language Arts Guide, pgs. 21-27.

Reverse Brainstorming

After the teacher presents the child with an idea, all of the possible failings or limitations of the idea are discovered by the child. (Later, a solution is made for each weakness).

Activities:

Problems:

a) Every day we have to do the dishes. What a pain! Think of all of the problems encountered when washing the dishes. What could we do to solve them?

b) After reading about Abraham Lincoln, let's see if we can come up with all of the poor aspects of his life.

Then, we'll later try to decide what could've been done to make things better.

Questioning

Open ended questions to stimulate the mind need to be asked by the children. The teacher presents closure problems to the children to teach them how to question. (Weigand, pg. 236-237)

Activity

Closure Problems:

a) Are butterflies ever afraid of falling?

b) Why must we all die?

c) Are trees ever happy?
(Weigand, pg. 236)

Attribute Listing

1. The child should be given an idea and asked to isolate all the major characteristics of the idea, and then form new ideas from these characteristics. (Whiting pgs. 45-48)

Activity

List any ideas you can that belong with the word "table." Then use these ideas to form new ideas.

e.g.

Table	New Ideas
legs	can have wheels so it can roll
shape	3 sides for corners of rooms
dinner	T.V. trays

2. The child should be given an idea and asked to list any ideas which are related to the given idea. These ideas should show how the idea can be used divergently. These can be discussed.

Activity

List possible associations for the words given below. Get ideas from your friends.

e.g.

	multiplication
table	chair
	cloth
	eyes (glass eyes, eyeglasses)
table	window
	drinks

Remote Association

The child can be given several related ideas and asked to form a new idea related to these ideas.

Activities

1) Find a word that belongs with the others.

cookies	sixteen	heart	sweet
pole	go	molasses	slow
elephant	lapse	vivid	memory
stop	petty	sneak	thief

2) Find ideas related to the ideas below. These must correspond to the letters given, also.

	Turkey	Haiti	India	Nether	Kenya
COUNTRIES					
RIVERS					
CITIES					
CROPS					

Forced Relationships

The child takes ideas that are not usually related and puts them together to form new ideas.

Activities:

1) Take any two ideas and find a similarity between the two.

   e.g. book / door — both can be made from wood

2) Take any two ideas and find a mediation between the two.

   e.g. Salem is like springtime.
   Springtime is refreshing.
   Salem is like a puff of springtime.

Modification

The child is presented with an idea and then must modify the idea to make it better. (Whiting, pg. 67)

Activities:

1) Read an ad for cereal. Take the idea and reward it so the ad will be a better one.

2) Think of the easiest and cheapest way you could re-decorate your bedroom.

Listing

The child lists ideas and considers them in relation to each other.

Activity:

List a number of objects or ideas. Consider each item on the list in relation to the others. See what new ideas can be formed.

e.g. flower
glass
book
bird

a) a glass-blower could make a flower
b) a book about flowers can be in the shape of a flower
c) birds may use flowers as sources of food
d) a bird could use a glass filled with water to take a bath in

e) one could make a scrapbook containing birds' feathers and information about each bird.

e.g. (After reading Snow White)

Snow White
Dopey
Queen
Prince

a) Snow White could've been a dwarf. Then what?
b) Snow White could've been evil like the Queen
c) Snow White might have decided the Prince wasn't "her type".
d) The Prince could've been in disguise of Dopey
e) The Queen could've won the Prince

CREATIVE PROBLEM SOLVING

Creative problem solving should be an integral part of the classroom curriculum. Creative problem solving is exhibited in history, science, math, and reading lessons, etc. The students are required to look beyond the printed page and draw from their experiences and thoughts in order to determine solutions to problems presented in the texts.

The steps of creative problem solving are:

1. understanding the problem
2. obtaining information
3. analyzing the information
4. producing alternative solutions
5. sorting the information
6. synthesizing the information
7. proving the answer

The essential component is that of producing a variety of possible alternatives and then select the one best alternative based on all the facts of the situation.

CREATIVITY CHECKS

In order to foster creativity within the classroom, the teacher should be aware of the behaviors associated with creativity.

If creativity is fostered the following behaviors should be evident.

Fluency of Ideas

a) The child will be able to produce a great number of ideas, alternatives, or choices.

Flexibility in Thinking

a) The child will be willing to search for potential in new ideas.

b) The child will be able to recognize potential in new ideas.

c) The child will be able to approach a problem from another angle, when a present approach proves insufficient or inadequate.

d) The child will be able to integrate or relate past experiences to present ideas.

e) The child will be able to be independent in making decisions.

Innovation

a) The child will be able to produce fresh ideas, novel approaches, new products, or new solutions.

b) The child will be able to use new ideas in other activities.

c) The child will be able to combine words, concepts, and images into thoughts new to the child.

d) The child will be able to use resources so new ideas can be formed.

Constructive Discontent

a) The child will be able to develop a questioning attitude.

b) The child will be able to recognize a problem or need, and seek ways to improve existing conditions.

c) The child will be able to ask questions beyond the informational level.

d) The child will be able to accept others' ideas and consider them when seeking new solutions.

e) The child will be able to rely on own initiative and carry out tasks on his own.

f) The child will be able to organize ideas and apply them.

g) The child will like to be challenged and will obtain satisfaction in seeing problems solved.

Name: ______________________ Date: ______________________

Grade: ______________________ School: ______________________

LET'S HEAR FROM YOU!

What parts did you find to be most helpful?

What additions, suggestions, and activities do you have that will make implementing this section easier?

Additional Comments:

CHAPTER 6

PROVIDING FOR INDIVIDUAL NEEDS

Types of Readers in the Average Classroom

Superior Readers

Providing for Superior Readers

Developmental Readers

Providing for Developmental Readers

Corrective Readers

Providing for Corrective Readers

Remedial Readers

Providing for Remedial Readers

Slow Learners

Providing for Slow Learners

Techniques for Providing for Individual Needs

Flexible Grouping

Whole Class

Small Groups

- Achievement
- Skill
- Interest
- Paired
- Individualized
- Tutorial
- Research
- Production
- Literary

Using a Variety of Groups

Individualized Reading

Strengths and Limitations of Individual Reading

Types of Questions

Sample Questions for Specific Skill Development

Activities for Individualized Reading

Set up Reading Packets

Unit Method

Basic Components of Unit Approach

Sample Unit

Student Specialty Report

Adapting the Format

Examples of Student Specialty Report

The Pupil Specialty

The Capsule Report

Record Keeping

Examples of Record Keeper

Student Record

Reading Skills Checklist

Teacher's Record for Small Groups

Teacher's Progress Record

Building Independence

Assessment: Providing for Individual Needs

PROVIDING FOR INDIVIDUAL NEEDS

Just as the reason for teaching phonics is so that children will not have to use phonics, the reason for putting children in Basals is to get them out of them.

> "The child does not acquire initiative in using reading for its many delights and purposes merely by covering the stories in the basal reader and doing some time-filling reading of fiction. The teacher needs to plan class activities that demonstrate to the child the riches reading has to offer."

Especially in the middle grades managing a program that provides maximum opportunity to use reading requires the use of a variety of techniques and organizational patterns. This is necessary in order to provide for the ever increasing range of abilities among students.

Types of Readers in the Average Classroom

In the average classroom it is not unusual for a teacher to find the following types of readers.

Superior Readers

Superior readers are fast learners who readily learn on their own. This does not mean that they do not need a planned instruction program or to meet with teachers on a regular basis If superior readers are left too much on their own they generally develop poor reading habits or lose interest in reading

Providing for Superior Readers

1. Meet with them individually to ask them questions and to talk with them about their reading.
2. Monitor their skills development with periodic diagnostic tests.
3. Suggest books or other materials you think they would enjoy reading. If they appear interested, help them to find the material you suggest.
4. Let them know you are keeping a record of their reading achievements and be explicit about your pleasure with their reading growth.
5. Involve them in self-evaluation and setting their own goals. Arrange for them to share reading experiences with their peers.
6. When you detect or suspect weaknesses in certain skills, give them the materials and instruction necessary to strengthen the skills.
7. Don't pressure them into reading "more difficult" material. Their skills development may be years ahead of most of their peers, but their interests and life experiences may be very similar to those of the majority of their fellow students. Assigning or even urging a fourth grader to read the books assigned in the eighth-grade English class is poor practice, even if the student has scored at the eighth-grade level on a reading-achievement test.

Developmental Readers

These are the so called average reader, the student at grade level. Developmental readers do not have any major difficulty in learning to read materials designed for their age and grade.

Providing for Developmental Readers

1. Continue the sequence and pacing of the basic program that is apparently working well for them.
2. Provide practice exercises in the different skills to the degree that they are needed to give students a reasonable level of competence with those skills. Developmental readers often need to be taught a skill and to practice it with developmental materials before they can apply it in their reading of informational and recreational materials. However, too much practice becomes drudgery. When students demonstrate their ability to perform well with developmental materials, they should spend their time reading for information-getting and for recreational purposes.
3. Keep the students aware of the value of reading as a source of information and pleasure. Developmental readers, because of their success with developmental materials, may lose sight of the reasons for learning how to read. Consequently, when the exercises are no longer necessary or the students tire of the developmental materials, they may avoid reading as much as possible.

4. Acquaint students with the wide variety of reading materials available to them in our society. Developmental readers may make more use of newspapers, magazines, brochures from service agencies, almanacs, atlases, road maps and materials that are shorter, easier to read, and more functional than novels, biographies and literary classics. Therefore, those materials should be regularly available to them and in fact an important dimension of their reading program from the time they are able to read and enjoy them.
5. Praise developmental readers for their progress in reading and for the good reading habits they develop. Understandably, teachers are sometimes so impressed with the progress of their superior readers and so concerned about praising poor readers for any progress they make that they neglect to give positive reinforcement to their students who are neither brilliant nor slow in their achievement. Too often we neglect the students who are more strikingly similar to most of their peers than strikingly different.

Corrective Readers

These children are making progress in reading but lack the skills designed for students at their grade level. They require slower more careful instruction and more repetition and practice. Their skill weaknesses are comparatively easy to diagnose.

Providing for Corrective Readers

1. More teacher time is needed.
2. Diagnose skill strengths and weaknesses.
3. Place them in materials at their instructional level.
4. Use progress charts to help them see needs as well as progress.
5. Provide recreational reading as well as specific skill instruction.

Remedial Readers

A remedial reader is characterized primarily by the severity of their reading disability in contrast to their other intellectual abilities. They make little or no progress in developing reading skills despite the best efforts of the teacher. Their disability is severe. It is specific to reading

Providing for Remedial Readers

1. Work closely with the Reading Specialist to coordinate classroom and clinic procedures.
2. Do not expect noticeable gains in the first year or two of remedial instruction. Severely disabled readers often require four or five years of remedial instruction before their performance is noticeably improved.
3. Follow the Reading Specialist's recommendations about giving reading assignments. For some remedial readers, short assignments using certain classroom materials are beneficial. For other remedial readers, reading assignments other than those provided by the remedial teacher should be avoided.

Providing for Remedial Readers (Cont'd)

4. Give remedial readers opportunities to work with better readers on tasks and projects that don't require much or any reading, e.g., viewing and discussing films and film strips, art projects, listening to and discussing audio tapes and phonograph records, science projects and experiments.
5. Develop a library of audio tapes, filmstrips, and pictures that allow remedial readers to get the information they need without reading.
6. Develop a proper perspective about a reading disability. There are many handicaps that interfere with good citizenship and successful living far more than poor reading ability does.

Slow Learners

The term slow learners is used to refer to children with limited intellectual ability but who are not so retarded that they qualify for special education. These children must be provided for in the regular classroom setting.

Providing for Slow Learners

1. Use a slower paced program.
2. Provide many readiness activities for each skill introduced.
3. Recognize that these students can learn enough skills to give them considerable facility with easy materials.
4. There are no shortcut methods to reading naturally and if there were slow learners would be the least likely to profit from them.

Flexible Grouping

In the intermediate grades it is essential to group students for instructional purposes in order to successfully meet the needs of all the students. Because of the variety of reading materials and the range of reading ability among pupils at this level, a number of effective grouping practices can be made possible. It is not practical to have highly structured groups at this level. However, grouping can be effective if a variety of tasks at varying levels of difficulty are used within the classroom.

Basal readers can be used more flexibly through grouping. No evidence justifies the expectation that all fourth-grade children can, do or should read at the fourth-grade level, for the range of abilities is already wide. The more successful the teacher is in reading, the wider this range will become. The use of various grouping procedures will help supplement basal instruction and allow for the application of reading skills through a variety of tasks.

The basic purpose of grouping is to provide instruction at the child's level. Within every group there will be a wide range of abilities, patterns of growth, and reading needs. Even the so-called "ability groups" in reading are by no means homogeneous. Therefore, the most justifiable means of teaching reading is through flexible grouping.

Types of Grouping

Various types of groups should be used to integrate reading throughout the school day and to provide for individual differences. Some common types of grouping are:

1. Whole class groups
2. Small groups
    a. Achievement groups
    b. Skill groups
    c. Interest groups
    d. Paired learning groups
    e. Individualized learning groups
    f. Tutorial groups
    g. Research groups
    h. Production groups
    i. Literary groups

Whole Class Groups

There are many times in which the entire class can join in reading activities. Charts evolving from a mutual experience based on plans for activities, questions to which answers are sought, directions for going somewhere or doing something - all of these call for whole-group participation and provide opportunities for whole-group reading.

The whole group may also be involved in planning activities, such as planning procedures for book selection or individual conferences, planning what to do for independent work and planning sharing experiences in which they will share their reading with the class as a whole. Sometimes a new reading skill is introduced to the whole group, or the class may enact a dramatization of a story. In any case, these whole-class groups help motivate reading through their sharing of ideas and experiences.

Small Groups

In working with small groups it makes sense to organize the the groups around the kinds of differences that characterize children in relation to reading. Speaking broadly, differences will be found in (a) general achievement, (b) specific abilities and problems, and (c) interests. These types need to be considered in any instructional plan. Realization of the potential value of any forms of sub-grouping depends mainly on three conditions: diagnostic teaching of reading, suitable materials for instruction, and teachers who communicate a real concern for the individual student.

Achievement Groups

This is perhaps the most common type of grouping, usually involving several different groups in which the children are reading in a specific level. Information concerning students' reading levels serves as a basis for this type of grouping. The problem is obviously one of practicality. In a typical classroom, there is usually quite a spread of reading ability. From a common-sense standpoint, no one would feel comfortable with thirteen groups. The key is flexibility.

Skill Groups

This type of grouping utilizes a small group of children who all need the same basic type of instruction in a particular skill. This type of grouping is perhaps the most flexible, in that once the particular skill or concept is acquired, the children will move out of the group.

Skill Groups (Cont'd)

Since children will learn the skill at different rates, there should be a flow of movement in and out of a particular skill group. The teacher works with children until their needs are met or changed. Children remain in the group only as long as they need to.

Interest Groups

Children's interest in an area should not be overlooked. This may be initiated by using children's reading interests and then gradually broadening the groups. It is important to draw children of different reading abilities, together, on the common grounds of similar interest. These groups are valuable in encouraging children to read and in reaching many instructional goals. In the use of interest groups, many different results can be obtained, such as: research projects, experiments, story writing, etc..

Paired Learning Groups

Two students may read and discuss a selection together or give each other practice in overcoming a difficulty. Some pupils will have strengths that their partners do not; through paired learning, valuable skills can be built up.

Individualized Learning Groups

In this type of grouping each student chooses a book and reads it independently while the teacher holds conferences or works with small needs groups. There must be some follow-up to this type of learning so that both the teacher and student will see what the child has learned.

Tutorial Groups

In this type of grouping, certain students have responsibilities for working with other students in tutoring teams. Some of the best tutors are far from being the best readers. Through the use of this type of grouping, the tutor, as well as the others in the group, learn from each other through their sharing of ideas and application of skills. Often a tutor will be "teaching" a skill he, also, is weak in; this helps him to develop or reinforce that skill.

Research Groups

In the use of research groups, children seek to answer important questions through the use of children's reference books and other various materials. The research to be done can be based upon a common interest, a particular class project, or the seeking of information related to a subject area or unit of study within the classroom.

Production Groups

The purpose of a production group is to prepare some sort of product. Research or other groups can also be called production groups. The basis of the formation of this group may be: common interests or needs, the study of a particular content area subject, or the extension of basic reading instruction. Products may be the preparation of a movie, newspaper, play, a mural, a research project, a television broadcast, etc.. Both the children involved in the project and those who receive it will obtain value from this group.

Literary Groups

These groups are formed as a result of having children who just like to read get together and do so, and then follow this up through various activities: group discussions, panel games, diaries, reports, etc.. Through their sharing of ideas, the children gain a knowledge of a variety of children's books and may be motivated to read even more.

Using a Variety of Groups

A variety of groups can and should be used simultaneously within the classroom. Children should also have the opportunity to participate in a variety of groups.

For instance, a slow student work in an interest group as well as an achievement group. In this way the stigma attached to being a slow student can be eliminated to a great extent.

An example of how a variety of groups can be used is as follows.

Example: Ways to use grouping in science (thse groups will overlap):

1. Whole class - a film relating to the material may be shown to the whole group.
2. Achievement - children will read about the same topic, but in books at different reading levels.
3. Skill - different skill groups can be established, e.g. to build up science vocabulary, or for following directions or sequencing skills in order to do a science experiment.
4. Interest - children with a common interest in a particular topic in science can read about the topic and create a bulletin board about the topic.

Using a Variety of Groups (Cont'd)

5. Paired learning - two children may read about an experiment and discuss it, then perform it.
6. Individualized learning - students select books they want to read about a particular science concept (while the teacher holds conferences) and then do a follow-up activity or project relating to what they've read.
7. Tutorial - certain children can work with children weak in their new science vocabulary; individual vocabulary books or files can be created.
8. Research - reference books can be used to obtain information relating to a particular topic so that a project or report can be done.
9. Production - after reading, models, charts, or other illustrations which clarify some facet of the topic can be prepared and displayed.
10. Literary - children will read stories or books relating to the topic being studied; e.g., if studying about the ocean, they could read 20,000 Leagues Under the Sea or books by Jacques Costeau.

Individualized Reading

Individualized reading provides enrichment and supplements the basal. The student has the opportunity to apply the skills he's learned to a variety of materials.

The major components of individualized reading are:

1. Self-selection of reading material
2. Self pacing
3. Sharing what is read
4. Teacher-student conferences

See the K-3 Curriculum Guide pp 113-125 for a complete description of the components and ways to set up an individualized reading program.

Strengths and Limitations of Individualized Reading:

There are many strengths inherent to an individualized reading program. These strengths are:

1. Student reads at his or her own pace.
2. Students are interested in reading because they chose their own material.
3. Students are not held back in the amount of material they are able to read as they are in terms of a basal group situation.
4. Students learn skills as they are needed and are able to apply them to what they're reading.
5. Student has one to one relationship with teacher during conference time.
6. Student has opportunity to apply skills learned to various materials.
7. Student is able to be successful in reading. As in all areas of study, one method or technique is not the cure-all or answer to effective learning. This holds true for the individualized reading program. It's limitations are:
    a. Individualized reading is an extensive approach to reading which stresses the idea that the more a student reads, the better reader he will be. The basal approach is intensive reading which is needed to develop critical reading skills. However, specific reading skills can be developed in the teacher-student conference. The conference has a two-fold purpose:
        (1) It enables the teacher to evaluate and diagnose the student's progress.
        (2) It encourages the student to evaluate his own knowledge of skills.

The teacher need not hold individual conferences with each student every day since its purpose is to diagnose and evaluate. When a conference is required, it need not take up a lot of

Strengths and Limitations of Individualized Reading: (Cont'd)

time, in fact it can be accomplished in a five minute period if the teacher knows what type of questions to ask. The following questions, from the Wilmington Student Tutor's Handbook, require the use of the specific skills needed in reading.

Types of Questions

A. MEMORY AND FACTUAL RECALL	1. Who went on the picnic?
1. Grasp of ideas	2. Where was the picnic?
2. Can be asked before, during or after reading	3. What did the boys do when it started to rain?
	4. When did the boys go home?
B. (The questions in categories B.C. &D are broad questions. They are usually asked after reading.)	1. Can you explain why Jack's mother was angry when he got home?
REACTION TO MATERIAL	2. Compare Jack's reaction to Fred's when they realized they were lost.
1. Interpretation	3. Why didn't the boys light matches to see where they were in the dark?
2. Explanation	
3. Prediction	
C. PRODUCTION OF IDEAS	1. How do you think Jack felt the next day?
1. Formation of hypotheses	2. What other possible routes might the boys have taken when they realized they were lost?
2. Prediction of events	3. What might have happened if the farmer hadn't seen their signal?
D. EVALUATION	1. Was this story realistic?
	2. Do you think it was true story, or did the author make it up?

Sample Questions for Specific Skill Development:

Questions for skill development. A prerequisite to the effective teaching of comprehension skills is the ability to ask questions which require the use of each specific skill as it is being taught and practiced. Suggested questions are listed below for each major comprehension skill.

1. Purpose questions to keep in mind while reading
   - a. Would you have made the same decision as ____________?
   - b. Can you find out if ______________________?
   - c. What is the main idea of the author?
   - d. What is the viewpoint of the author?
   - e. What are the steps of the process?
2. Asking for the main idea
   - a. What is the topic sentence (main idea) of this paragraph?
   - b. What is the main point(s) of the author?
   - c. What would be a good headline for this paragraph?
   - d. What would be a good title for this article or story?
   - e. What is the main idea?
3. Noting details
   - a. What facts did the author give?
   - b. What time does _________________?
   - c. How much liquid ________________?
   - d. Where did the event happen?
   - e. When did the main character get home?

Sample Questions for Specific Skill Development: (Cont'd)

4. Seeing the organization of ideas

   a. In what ways are the two alike? Different __________?

   b. List the arguments for ____________________?

   c. List the various methods of land conservation.

5. Understanding sequence (following direction)

   a. What steps do we follow when __________________?

   b. What happened first ______________________?

   c. What do we do after ______________________?

6. Predicting and anticipating

   a. What do you think will happen next?

   b. Since he lost the fight, what will he do?

   c. What do you think will be the result of _____________?

Suggested classroom activities for teaching the skills of comprehension.

1. Recognizing the main idea

   a. Have the student express the main idea in his own words.

   b. Underline the main ideas in several paragraphs in a textbook and note where they are usually found.

   c. Write a paragraph giving a main idea.

   d. Give titles to paragraphs.

   e. State an appropriate headline for a selection for a paragraph.

   f. Practice using the headings in heavy black print.

   g. Check the main idea with the introductory and summary paragraphs of a chapter.

   h. Select from a list of sentences the one that best expresses the main idea of a paragraph of a selection.

Sample Questions for Specific Skill Development: (Cont'd)

2. Noting details

   a. Note relative importance of details by such signal words as above all, most important, of greatest value.

   b. Notice the ways in which the author indicates the relative importance of details:

      (1) By giving more space to one fact than to another,

      (2) By the use of introductory remarks such as "above all" or "most important",

      (3) By organization as indicated by heading in heavy black print,

      (4) By the use of italics,

      (5) By picture and other graphic aids, and

      (6) By the list of important words at the end of a chapter.

   c. Select a character that you like or dislike and determine what the author has done to make you react to the character.

   d. Match a series of details with a list of main ideas.

   e. Study the regulations for operating a piece of equipment.

   f. Answer questions of detail included in a selection.

3. Organizing ideas

   a. Classify objects in a room according to their function.

   b. Tell what items belong in classifications, such as food and recreation.

   c. Study the table of contents to note the organization of a book.

   d. Categorize information (i.e., ways of travel, ways to communicate, etc.)

Sample Questions for Specific Skill Development: (Cont'd)

4. Seeing the sequence

    a. Read the main ideas in a chapter to get an overview in sequence of the material covered.

    b. Enumerate the steps of a process or in a chain of historical events.

    c. Notice the words that suggest the introduction of another step, such as, then, finally, second, another, subsequently.

    d. Note the steps in proper order for constructing some object, doing some written assignment, doing an experiment.

    e. List the chain of events leading to some scientific discovery.

5. Predicting and anticipating

    a. In a situation of confusion and indecision, have the reader anticipate what he thinks will happen next. Why?

    b. Compare present-day conditions with those of a certain period in the past: decide what will likely happen next.

    c. Consider what will happen next in light of

        (1) background events,
        (2) characters involved, and
        (3) the situation

    d. Make up endings for stories.

    e. Estimate the answer to an arithmetic problem.

The comprehension skills are basic to a reader's practical as well as pleasurable use of reading. These are the skills which give purpose to the reading act. It is in the comprehension area that reading becomes thinking with the author through the medium of the printed page.

Activities for the Individualizing and Sharing of Books:

1. You are the interviewer on a television talk show and will have one of the main characters in the book you have just read as your guest. List the questions you would like to ask. For as many of these as possible, write what you think the character might answer.

2. You are a Computer Dating Service and have been asked to find the perfect match for the main character in your book. Describe him or her according to looks, personality, tastes and relationships with others. Then find and describe the "ideal" mate.

3. You have been asked by the chairman of your political party to nominate some of the characters for high government positions. Tell which one would make the best president, governor, judge and ambassador. Explain the reasons for your choices and don't take age into consideration. If some are unfit for any of these offices, explain why.

4. You are a famous movie star and have been asked to play one of the leading roles in the screen version of your book. Since you are a fine performer and money is of no consideration, you will not take the part if it differs from your own personality. Write a letter to the producer telling whether you will take this role and why.

5. You have been chosen to serve on an international committee which will select books to be published in a new international and universal language for all people on earth to read. After thinking about the book you have just finished reading, why would you or would you not recommend it?

6. You are your book on a shelf in a toy store. What will you say to children to convince them to buy you?

7. The main character in your book has been accused of murder and theft. Give reasons for thinking he or she is either guilty or innocent.

8. A psychologist is doing a personality study of the main character in your book. You are asked to describe her/him in terms of the following questions: Does she/he like people? Does she/he get along well with people? How do you know that people like her/him? How good is she/he at resolving her/his own conflicts and problems? Give some evidence to substantiate your opinions.

Activities for the Individualizing and Sharing of Books: (Cont'd)

9. Pretend that you are the author of the book you have just finished reading and that it has not yet been published. The editors like your book except for the last chapter. They ask you to write a completely different last chapter. You agree to do so. Remember that it must agree in content and style with the earlier chapters.

10. You are a lowly little paperback suddenly placed on a shelf with a group of beautiful, leatherbound classics. You are sneered at and looked down upon until you throw wide your leaves. What do you suppose the classical books see that causes them to fall to their knees?

11. You are a television commercial writer and have been asked to write a commercial advertising this book to the American public. In not more than two paragraphs, since commercial time is expensive, tell why your book should be read.

12. You have just completed a "time tunnel" which can transport one of your characters to another era. You have the power to select the period in history. Tell how the person would or would not adapt to that time.

13. You have been asked by one of the main people in your book to write a letter of recommendation for him or her for a college admissions committee. Describe good and bad points as honestly as possible.

14. Since you have the power to transform the major characters in your book into animals and choose to do so, decide upon an animal for each based upon personality traits. Write a letter to each telling why he or she is similar to the animal selected.

15. You are a famous astronaut flying a secret mission to Mars. Certain that there are Martians on the planet, you must be prepared to convince them that the Earth people are friendly. Mission Control wants you to bring along the book you have just finished reading to help you show episodes with helpful and friendly citizens. What would you choose to share?

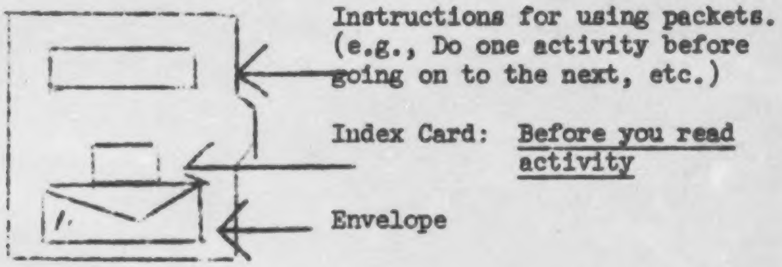
16. You are a typewriter that continues to type long after the author has put the final period to a story and retired. Is it that you are changing some of the characters and parts of the plot, or is it that you just can't bear to see the story end? What do you have to say?

Activities for the Individualizing and Sharing of Books: (Cont'd)

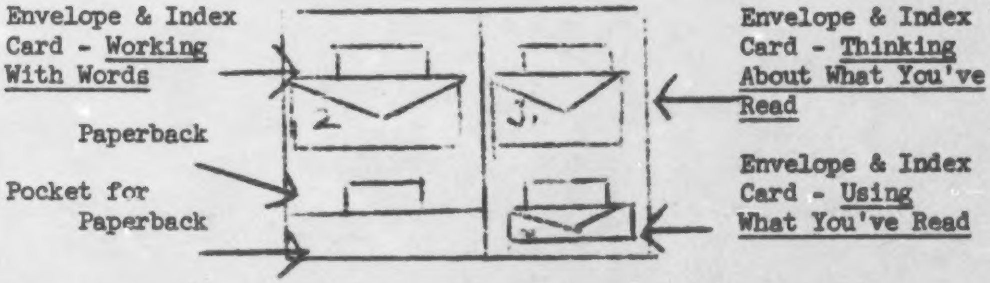
The foregoing approaches for the sharing books is germane to a curriculum for the twenty-first century, insofar as it is individualized, related to self-concepts, concerned with each child's real needs, and highly meaningful.

Set p Reading Packets:

A. Front of File Folder:


Instructions for using packets. (e.g., Do one activity before going on to the next, etc.)
Index Card: Before you read activity
1.
Envelope

B. File Folder Opened:


Envelope & Index Card - Working With Words
Paperback
Pocket for Paperback
2
3.
Envelope & Index Card - Thinking About What You've Read
Envelope & Index Card - Using What You've Read

Your individualized reading packets should have 4 sections: (1) Before You Read; (2) Working with Words; (3) Thinking About What You've Read; (4) Using What You've Read.

There should be a suggested answer guide included with #1, #2, #3. There should be opportunities for children to share results of #4.

A description of each section and suggested activities are listed below. Please feel free to use your own activities. It wouldn't be much fun for the student if all 60 activity packets were alike.

Set Up Reading Packets: (Cont'd)

1. Before You Read

This activity should give the student a purpose or "mind set" for reading. It should cause him to mentally project what the book is going to be about. For instance, you might ask the students to:

a. Look at the title.
b. Look at the Contents page.
c. Read the description on the front and back covers.
d. Scan the chapters noting pictures, and then make predictions as to the following - Who are the main characters? Where do they live? What seems to be their problem? What kinds of adventures do they have? How do they seem to go about solving their problems.

Your answer guide might give a general description of the book and ask the student to list the correct page number beside each prediction that proved to be right.

Or, you might ask a student to look at a, b, c, d; list 8 questions he hopes the story will answer, then, while he's reading, note the page on which each question was answered.

IN ANY CASE, THE FUN OF PREDICTION AND NOT CORRECTNESS SHOULD BE STRESSED.

2. Working With Words

This section should help the student become familiar with unusual words and expressions in the story. It should be done in a way that will help students attack unknown words on their own.

e.g., List sentences and ask children to guess at the meaning of each underlined word. Give suggested answers or a word box of words to choose from. Then provide an answer sheet for him to check his answers.

3. Thinking About What You've Read

This section should develop higher level thinking skills especially in the areas of organization and critical evaluation.

3. Thinking About What You've Read (Cont'd)

a. Retell the entire story in no more than 100 words, including all major events, or retell the entire story by making a cartoon strip which consists of only 10 pictures and 100 words.

b. Is this story fiction or non-fiction? Cite specific story elements to prove your decision.

For questions such as these answer guides are suggested:

(1) The following major points should be included in your summary.

(2) The following are some of the points that indicate the story is fiction. On the other hand, the following points could indicate that the story is non-fiction.

Unit Method

The unit method is the integration of reading and language skills in the teaching of any subject. This approach attempts to organize and integrate a variety of learning exercises around a particular theme. The approach usually spans over a period of weeks with a project as its culminating activity. Within the unit approach, emphasis is placed on two ideas, which are:

1. Student experiences are built around a specific topic
2. Wide reading and higher level reading skills are utilized

The advantages of the unit method are numerous. Some of the advantages are as follows:

1. Permits more than a touching of the surface study of subject matter and encourages wide reading in a variety of texts, trade books, reference materials and magazines.

Unit Method (Cont'd)

2. Adaptable to all subject matters.
3. Provides more time for reading as reading can be integrated into all subject areas throughout the school day
4. Allows for and encourages pupil participation.
5. Structures learning to make reading more interesting, more meaningful and more diverse.
6. Allows for direct participation of all students, regardless of reading ability.
7. Allows teacher to work individually with groups of students needing assistance while permitting better students to forge on by themselves.
8. Fosters independence in reading.

Basic Components of Unit Approach

The basic components of a unit of work are:

1. Selecting the unit.
2. Stating the objectives.
3. Discovering resources.
4. Experimentation and observation.
5. Research.
6. Sharing of information.
7. Culminating activity.

The chart that follows goes into the seven steps with detail.

BROAD UNIT OF WORK

Establishing Purpose, Developing Background

Experience, Development of Thinking Skills

Selecting the unit	Teacher's choice Class Choice Teacher-pupil Choice	Sample units: Pets Snakes Indians Transportation
Stating the Objectives	Children state questions of what they would like to know.	
Discovering Resources	Where do we go for information? a. People b. Books in room c. Library d. Magazines e. Films f. Photographs g. Reference books	
Experimentation and Observation	Real life experiences relating to topic, if possible	
Research in a variety of materials	Children look for answers to their questions, using all the skills they need for critical thinking and reading 1. Skimming 2. Finding main idea 3. Noting details 4. Cause-effect 5. Making generalizations 6. Note-taking 7. Summarizing etc.	
Sharing of Information	1. Reports - Oral Written 2. Plays, pageants, panel discussions 3. Individual notebooks on topic 4. Drawings, paintings, diarama 5. Maps, diagrams, charts, etc.	Thinking Skills Outlining Analyzing Summarizing Noting important details Generalizing Developing Concepts Evaluating Translating Interpreting
Culminating Activity	This activity should summarize and pull together the learnings of all children. Children should express themselves in both artistic and informational forms. Some activities that would be appropriate. Big Play - written by children Trip Auditorium Program which includes reports, songs, dances, etc. Large Mural Displays in Hallways and Classrooms, etc.	

Sample Unit

Listed below is a sample unit on weather. The unit was developed by the teacher with her students working together in identifying objectives, finding questions and working on individual projects:

1. Objectives of unit on weather:
    a. To learn ways in which weather helps or harms man.
    b. To learn what causes various types of weather and changes of seasons.
    c. To learn the causes and effects of rainfall, temperature, fog.
    d. To become familiar with the instruments used in measuring or predicting weather changes.
2. Questions to be answered:
    a. How is a thermometer constructed and how does it work?
    b. What is fog?
    c. What causes hail?
    d. What is lighting? Why is it followed by thunder?
    e. Why do we have seasons such as winter and summer?
    f. Why are some parts of the earth always hot and others always cold?
    g. Why is there very little rainfall in one part of a country and a great deal in another part?
    h. Why is it important for man to be able to predict weather?
    i. What is a barometer? How does it work?
    j. What is humidity?
3. Representative activities or projects, both individual and group:
    a. Keeping a daily record of temperatures. Securing temperatures registered in cities in different parts of the country.

Sample Unit: (Cont'd)

b. Preparing charts and graphs which illustrate some aspect of weather.

    (1) Average rainfall for different states and countries.

    (2) The relationship between rainfall and the type of crops raised in a particular area.

    (3) The effect of rainfall on density of population.

    (4) Maps showing occurrence of tornadoes, hurricanes, or floods during past decade.

c. Explaining and demonstrating a thermometer and barometer.

d. Doing research on the work of the U.S. Weather Bureau in predicting weather - how it is done and why.

e. Studying the effects of weather on human dress, shelter or diet.

f. Measuring rainfall during a rain.

g. Securing pictures which illustrate any facet of weather or the effect of weather, such as floods, erosion, storms on land and sea, barren deserts, and permanent snows.

4. Culminating activity:

It was decided that at the end of the unit the class would have a Weather Fair. All individual and group projects would be displayed, including posters, graphs and charts, picture series, pupil-made instruments for measuring weather, and all written projects. Parents were invited to visit the class on a particular afternoon, and other classes in the school saw the display at certain times that day. Children explained their projects and received a great deal of ego satisfaction from this culminating activity.

Within this one unit, the integration of many skills can be incorporated. The unit makes use of spelling skills (voc of weather), health skills (how weather affects us), arithmetic (computations) and reading.

Student Specialty Report

The student specialty report is exactly what it's name suggests. It provides an opportunity for individual students to explore a subject in depth on their own. The student specialty report is success-oriented because the student has the liberty of choosing the topic. The student specialty report also gives the student practice in collecting, organizing and presenting information to his peers.

The basic format of the student specialty report is comprised of an introduction and explanation of what it is and the four steps which go into making the report:

1. taking notes
2. preparing subtopic cards which have main ideas on them
3. preparing a visual model or chart to accompany the report
4. presenting the report

Within the synopsis of the student specialty report, the four steps are broken down and explained with much detail.

Adopting the Format

The format of the student specialty report can be adopted to meet the needs of individual students within the classroom. Better students will be able to choose a topic for their report with little help from the teacher and progress through the four steps on their own. Slower students will need teacher guidance in preparing their reports. The teacher could:

Adopting the Format (Cont'd)

1. extend the due date of their reports and presentations
2. aid them in choosing an appropriate topic
3. provide a study guide for them to follow when doing research
4. assist them in selecting a visual aid to accompany their report
5. assist them in the writing of the report

Examples of Student Specialty Reports

The following are two examples of Student Specialty reports.

1. The Pupil Specialty (developed at Boston University)
2. The Capsule Report

The Pupil Specialty

Now that you have your subject and have had your completion date assigned you will want to get right down to work. Plan to use as much free time as you can make in the classroom. Plan also to spend from forty to forty-five minutes each school evening on your special project.

1. Have at home each evening the materials you will need.
2. Have a place at home where you can work.
3. Plan to visit the library frequently.

As you proceed through your specialty you will complete each of the following stages:

1. Note taking
2. Outlining
3. Preparation of the display
4. Oral - visual reporting

The Pupil Specialty (Cont'd)

When you have completed presenting your oral-visual report you:

1. May wish to ask the class several questions that deal with what you have reported on, or you may even wish to give them a test.
2. Will be closely questioned on your subject by your classmates.
3. Arrange your specialty for display in an assigned place in the room.

Each day should see a little more of your specialty completed. When you have an assignment that covers a long period of time it is surprising how quickly time passes.

1. As you complete each section of your pupil specialty check it off on your "Pupil Specialty Check List".
2. Consult with your teacher whenever you run into trouble.
3. Assemble at each stage the material you will need to successfully complete that stage.
4. Refer frequently to your "Pupil Specialty Booklet".

Maintain high standards of workmanship and your pupil specialty will be a success.

Stage One - Note Taking

1. Make up a series of general questions that you will answer about your subject. Such questions as:
    a. Where is it located and what is its size?
    b. How do the land features affect the lives of the people?
    c. How does the climate affect the lives of the people?
    d. How do the people in the villages live?
    e. How does life in the city differ from life in the village?

f. What are the mineral resources of the region, and how well are they developed?

g. How well developed are the transportation and communication systems of this region?

h. How well developed is the farming and ranching of this region?

i. What are the major problems faced by this region today?

2. Change each of these questions into statements or phrases.

   Such statements or phrases as:

   a. Location and size

   b. Ways land features affect the lives of the people'

   c. Ways climate affects the lives of the people

   d. Life in the villages

   e. Ways life in the city differs from life in the village

   f. Mineral resources and their development

   g. Development of transportation and communication

   h. Development of farming and ranching

   i. Problems faced by this region today

3. For each statement or phrase use a sheet of lined paper.

4. On the top line of each sheet of paper one statement or phrase as the heading.

5. Read widely on your subject.

6. As you find information that goes with one of the headings write this information in your own words, under the heading it goes with.

7. Add new headings as new questions about your subject come up.

8. Take your notes in phrases or short sentences.

9. Number or put a dash before each new note.

The Pupil Specialty (Cont'd)

10. Skip a line between each new note.

11. Take your notes neatly. It will do you no good to take notes now that you can't read later.

12. On a separate sheet of paper keep the following information on each source used:

    Name of the source
    Author (last name first)
    Who published it
    Where it was published
    When it was published

Stage Two - Outlining

1. Use each heading that you placed on the top line of each sheet of lined paper as the Main Topic

    Sample main topics:

    1. Location and Size

    II. Ways Land Features Affect the Lives of the People

    III. Ways Climate Affect the Lives of the People

2. Read through the notes you have taken under each heading. Select the most important items. These will become Sub Topics.

    Sample sub topics used with main topic Location and Size:

    I. Location and Size

        A. Where it is in the World (Sub Topic)

        B. Bordered by (Sub Topic)

        C. Closeness (Sub Topic)

        D. Size (Sub Topic)

        E. Importance of location to the United States (Sub Topic)

The Pupil Specialty (Cont'd)

3. The items or facts that tell about the sub topics appear under them as Details.

Sample details used with sub topics and main topics:

1. Location and Size
    - A. Where it is in the world
        - 1. The country (detail)
        - 2. The continent (detail)
        - 3. The hemisphere (detail)
    - B. Bordered by
        - 1. Other regions (detail)
        - 2. Bodies of water (detail)
    - C. Closeness
        - 1. To major United States ports (detail)
        - 2. To major ports in Latin America (detail)
        - 3. To major ports in Europe (detail)
    - D. Size
        - 1. In square miles (detail)
        - 2. Compared with other regions (detail)
        - 3. Compared with country located in (detail)
        - 4. Compared with neighboring countries (detail)
        - 5. Compared with South America Continent (detail)
        - 6. Compared with the United States (detail)
        - 7. Compared with a state or region in the United States (detail)
    - E. Importance of location to the United States

4. Check with your teacher if you have difficulty in constructing your outline.

The Pupil Specialty (Cont'd)

Stage Three - Preparation and Use of Visual Material

1. The display is an important part of the specialty.

2. Effective visual material, (graphs, charts, maps, mounted pictures, time lines, cards, models), should be prepared on every important point.

3. Visual material should be selected from the display material for use in the oral-visual report.

4. Without the use of good visual material it is difficult to hold an audience for more than five minutes.

5. Effective use of visual material can assist a speaker in holding an audience for as long as fifteen minutes.

6. Visual material selected to be part of your oral-visual report should be of a size that is meant to be viewed at a distance.

7. Visual material should be selected on the basis that it highlights and gives clarity to important points.

8. On the back of the visual material that is to be used in the oral-visual report write any information that will be helpful as you show the material.

9. Important or unusual names, places or ideas can be placed on cards and shown to your audience as you refer to them.

10. Many times in talking about something (such as a product, or a custom) it is wise to show a picture or model and a card giving its name.

11. Maps of places in the world should be kept simple, illustrating only those ideas you want to get across.

12. In using maps show not only the place in the world that you are discussing, but also the relationship of that place to where we live and the other places in the world.

13. A good use of graphs and charts can help you keep your report clear and effective. Do not copy graphs and charts from textbooks or encyclopedias. Make your own. A simple type of graph is a circle graph.

14. Nothing is so dull as that type of visual material that has been copied from textbooks that you only half understand yourself.

The Pupil Specialty (Cont'd)

15. Large pictures, maps, and other illustrative material can be sent for from sources of free and inexpensive materials.

16. Old magazines such as the NATIONAL GEOGRAPHIC and HOLIDAY offer a wealth of visual material. Pictures cut from magazines should be well mounted.

17. If you are in doubt as to where you should have visual material ask yourself if words alone will put across an idea or will display material be necessary to make your thoughts clear.

Stage Four - The Oral-Visual Report

1. Much of the success of your report will be decided before you say your first word to your audience.

   How thorough was your research?

   How well are you at home with your subject?

2. If you still are at the "I will have to read every word when I report", stage, your knowledge of your subject is rather slight.

3. Equally bad is memorizing your report. This is, in a way, the same as reading it from your mind.

   It is important that you know your subject so well that you feel as much at home with it as you do riding your bicycle.

   In short, know your subject.

4. You will know much more about your subject than you will have time to report.

   Select those items that seem most interesting and important to include in your oral-visual report.

   Allow your display to tell about the rest of your specialty.

5. From your outline select those items your report is going to deal with.

   Jot these items on some three by five index cards.

6. This will allow you some notes to refer to as you present your oral-visual report.

The Pupil Specialty (Cont'd)

Select from your display materials (graphs, charts, maps, mounted pictures, models) those items that best go with your subject.

7. Practice giving your oral-visual report.

   Add and subtract items from your outline and display material as they seem to fit or not to fit.

   As you practice giving your report work in your visual materials.

8. Select only visual material that will help you illustrate important points or highlight your report. Use visual material when words alone do not seem to make clear what you are trying to say.

9. Do not put all your visual material either at the beginning or at the end of your report.

   Locate the visual material in your report so that these illustrations or models are used with the words or ideas they are meant to clarify.

   Have the words and pictures go together.

PUPIL SPECIALTY CHECK LIST

Note Taking	Pupil Check	Teacher Check
a. Questions completed		
b. Changed to statements or phrases		
c. Placed each statement or phrase on the top line of a sheet of white paper		
d. Read widely on topic		
e. Numbered or used a dash for each note		
f. Completed note taking		
Outlining		
a. Used each statement or phrase as a main topic		
b. Used the next most important ideas under each statement or phrase as sub topics		
c. Use the facts that tell about the sub topics as details		
d. Completed outline		
The Display		
a. Made a list of all possible display material		
b. Made display material covering important points		
c. Printed important ideas and words on cards		
d. Printed on back of display material information needed in talking about it		
e. Completed display material		

PUPIL SPECIALTY CHECK LIST

	Pupil Check	Teacher Check
Oral-Visual Report		
a. Selected from outline information needed to tell about your subject....		
b. Jotted notes on 3 by 5 index cards...		
c. Selected visual material from display to go along with oral report.........		
d. Worked visual material into the oral report.............................		
e. Completed a summary		
f. Practiced giving the report at least three times..........................		

PUPIL CHECK LIST FOR JUDGING AN ORAL REPORT

E= Excellent
G= Good
F==Fair
P= Poor or none

Name of pupil making report ____________________

Title of Report ______________________________

	E	G	F	P or 0
1. Showed he was well acquainted with his subject				
2. Spoke in a clear voice				
3. Presented his report in an organized manner				
4. Brought out important points				
5. Looked at his audience while speaking				
6. Made sense in the things he said				
7. Used visual material to clarify his report				
8. Visual material was easily seen				
9. Visual material was used to illustrate important points				
10. Visual material used throughout report				
11. Visual material was well labeled				
12. Visual material was held so all could see				
13. Spoke from notes				
14. Summarized important points				
15. Answered correctly most of the questions asked				
16. Held the interest of the audience				

ART IN REPORTS

1. General Rules
    a. Plan carefully
    b. Be neat
    c. Keep things simple
    d. Have kleenex or paper towel handy

2. Materials
    a. Pencil - well sharpened
    b. Soft eraser
    c. Ruler
    d. Materials for lettering
    e. Paper

3. Color
    a. Colors should look pleasing together
    b. Most important things should have the most eye-catching color
    c. Use as few colors as possible
    d. Try to have a main color throughout your work

4. Lettering
    a. Use a ruler
    b. Always use guide lines
        (1) Use pencil very lightly
        (2) Measure in three places
        (3) Lines needed
            (a) Two for a line of capitals
            (b) Three for a line of mixed letters
        (4) Erase carefully
            (a) Beginning and end of line
            (b) Between words
            (c) Top line if small letters are used
    c. Plan how wide letters should be remembering spaces
    d. All writing goes from right to left
    e. Keep lettering very simple
    f. Kinds of lettering
        (1) Single
            (a) Crayon
                (1) Use wrong side of ruler
                (2) Sharpen crayon frequently
            (b) Felt marking pen
            (c) Colored Pencil
            (d) Ball point pen
        (2) Double - to be filled in
            (a) Make out letters first and trace
            (b) Use only bottom guide line
            (c) Crayon
            (d) Water color
            (e) Outlined in pen, colored pencil, marking pen
        (3) Cut letters

ART IN REPORTS

        (a) Capitals only
        (b) Need only bottom guide line
        (c) Cut all pieces of paper the same size
        (d) Fold and cut as follows:
        (e) Where a letter is usually curved, cut off corner
        (f) Pasting
            (1) Put paste on little finger only
            (2) Use paper towel to press

5. Posters
   a. Telling information
      (1) Write down all information as simply as possible
      (2) Plan what words will be most important
      (3) Plan a simple picture that can be done neatly
      (4) On scrap paper
          (a) Figure the size of the lettering
          (b) Draw the picture
          (c) Make a small poster
      (5) Measure carefully
      (6) A border finishes it nicely

   b. Listing
      (1) Same as a.
      (2) Cut letters not good
      (3) Lettering is important, not picture

6. Charts
   a. Use
      (1) When there is too much information for a poster
      (2) Making a comparison
   b. Write down all the information
   c. Plan columns and title on scrap paper
   d. Measure carefully
   e. Use the rules for lettering
   f. Crayon not good

7. Booklets
   a. Covers
      (1) Same as poster using only report title
      (2) Water color not good
   b. Charts; same as large charts
   c. Pictures
      (1) Pictures you draw
          (a) Make a border
          (b) Be sure part of picture will not be stapled
      (2) Pictures you cut out
          (a) Use pencil and ruler for cutting lines
          (b) Center picture on page
          (c) Cut paste in corners only
          (d) Use scotch tape for newspaper
          (e) Frame with a single line to finish

ART IN REPORTS

8. CAUTION!!! Things that could spoil your work
   a. Hurried planning
      (1) Careless measuring
      (2) Not using your ruler
   b. Messy lettering
   c. Messy pasting
   d. Messy erasing
   e. Waiting until the last minute to do your work

The Capsule Report

During the next several days of your study of ________________________ you'll be selecting a topic and writing a report on it. The following pages will help you prepare and present your report in ways that will be enjoyable and interesting - not only to you but also to those to whom you present your report.

You will prepare what is called a "capsule report". In this kind of report you organize all of your materials, written and visual, on a large display card; you then present your report orally to a small group of classmates. This activity gives you practice and skill in collecting, organizing, and presenting information in an interesting manner.

You will go through four steps: (a) taking notes, (2) preparing statement cards, (3) preparing the display, and (4) presenting the oral-visual report.

First, however, you must select a main topic that you and your teacher agree on. List some topics you might be interested in:

The Capsule Report (Cont'd)

Discuss these topics with your teacher and select one.

My Main Topic ______________________________

Teacher's OK (Initials _____) Date Assigned ___________

*Date Due for Presenting ______________

Getting Started:

Now that you have your main topic and your presentation date, you'll want to get right down to work. Plan to use as much free time as you can in the classroom. Plan also to spend about forty-five minutes each school evening at home on your report. It will help if you can (1) have at home each evening the materials you'll need, (2) have a place at home where you can work undisturbed, and (3) plan to visit your city or town library frequently.

Each day should see a little more of your capsule report completed. Here are some hints to help keep your work moving:

(1) As you complete each part of your capsule report, log it in on your "Capsule Report Check List". (page 9)

(2) Consult with your teacher whenever you have problems or need advice.

(3) Assemble at each stage the material needed to complete that stage.

Throughout your work keep in mind that after presenting your report, you may wish to ask your small group questions; you may even wish to give your small group a test. Of course, you will also be questioned about your topic by the small group.

The Capsule Report (Cont'd)

Step 1: Taking Notes

Preparation: (1) Make a list of questions that you want to answer in your report. For example, if you're reporting on a crop:

What is it?

What kind of growing season does it need?

How is it grown?

Where is it grown?

What is it used for?

(2) Change each of your questions into a simple phrase. These will be your subtopics. Examples:

What it is

The kind of growing season it needs

How it is grown

Where it is grown

Uses for it

(3) Now write each of your subtopics at the top of one of the columns on page 4. If you need more columns than there are on page 4, use a separate piece of paper; staple or attach it to this page.

Now follow these suggestions for taking notes:

(1) Read as much as you can about you main topic.

(2) As you find information that will be useful to your report, write it in your own words under the appropriate subtopic you wrote on page 4. Use only key words, phrases, or short, simple sentences. But make sure that you'll be able to understand your notes later.

(3) Number or otherwise indicate each new note.

(4) When you see or think of a good idea for visual material for a subtopic, make a note of it at the bottom of the appropriate column on page 4.

CAPSULE REPORT - TAKING NOTES

Subtopic

Subtopic

Possible Visuals:

Possible Visuals:

The Capsule Report (Cont'd)

Step 2: Preparing Statement Cards (getting important ideas from your notes)

(1) Read your completed notes for each subtopic.

(2) In the spaces below write a sentence or two that will express the most important ideas that your notes for each subtopic tell you.

(3) Read your notes again to make sure that your important-idea statements say what you want them to say.

1. Subtopic: Important Idea(s):	2. Subtopic: Important Idea(s):
2. Subtopic: Important Idea(s):	4. Subtopic: Important Idea(s):
5. Subtopic: Important Idea(s):	6. Subtopic: Important Idea(s):

(4) Now write your important-idea statements for each subtopic on a three-by-five card or slip of paper.

Step 3: Preparing the Display

The capsule card, which you'll use in illustrating and presenting your report, should be a large piece of poster board. It should be large enough for you to arrange your visual materials and important-idea cards.

Your capsule card will help you share your report with small groups of classmates at a time. Therefore, the materials on your card need only be large enough to be seen a few feet away.

You should use visual materials (such as drawings, photos, maps, graphs, samples) whenever they will make something in your report more clear. In the remaining space on this page, list the visual materials you will use for each of your subtopics. Check your notes on page 4 about possible visuals.

Subtopic 1 ________________ Subtopic 2 ________________

Visuals: Visuals:

Subtopic 3 ________________ Subtopic 4 ________________

Visuals: Visuals:

Subtopic 5 ________________ Subtopic 6 ________________

Visuals: Visuals:

Step 3: (Cont'd)

Preparing the Capsule Card

After you have assembled your visual materials and statement cards, you will be ready to prepare your capsule card. Follow these directions:

(1) Sort your important-idea statement cards and visual materials according to your subtopics.

(2) Make a title (which will probably be the same as your main topic) with cut-out letters or in some attractive manner.

(3) Plan a layout, or arrangement, of your capsule card materials. Arrange them in different ways, until you are satisfied with their appearance and organization. Important: materials should be arranged in the order that you will talk about them.

(4) Before you paste or attach your materials to your poster board, check with your teacher for final O.K..

Teacher's final OK (Initial) ____________

Step 4: Presenting the Oral-Visual Report

With your display assembled, you are now ready to present your oral-visual report. The following suggestions will be helpful to you in getting ready for and in giving your presentation.

(1) Know your material well.

(2) You'll probably know more about your topic than you'll have time to report. Include in your report the material that seems most interesting and important, in your opinion.

Step 4: (Cont'd)

(3) Practice giving your report.

(4) Refer to your visual material when words alone would not make clear what you want to report.

(5) You'll probably be nervous, but nervousness is normal; don't let it upset you.

(6) Have a well-prepared opening sentence to help you get your listeners' attention.

(7) Look at your group as you report, not at the floor or ceiling.

(8) Try to talk in a "chatty" manner, as if you were ordinarily talking about something to a group of friends.

(9) Speak slowly and clearly so that everyone can hear and understand you.

(10) Be sure everyone can see your visual material when you refer to it.

(11) Pause when you want an idea to reach your listeners.

(12) When presenting a special word or term, try showing it on a card. It will have more meaning for your listeners that way than it would by merely saying it and repeating it.

(13) Conclude your report with a short summary. Then answer any questions the group may have. If there is a time limit for the reports, however, you may have to limit the number of questions.

(14) See how well the group has paid attention to your report. Ask several prepared questions, or give a short written test, about the content of it.

The Capsule Report (Cont'd)

Step 4: (Cont'd)

(15) The final suggestion may be the most helpful one of all. Examine the "judging" form on page 10. On it are 15 items upon which your report will be "graded" by others. Before giving your report, check it against each item to find your strong points and possible weak points that you can improve now.

CAPSULE REPORT CHECK LIST

Check
Pupil Teacher

1. Taking Notes

   a. Completed questions .... ________________

   b. Changed questions to subtopics.......... ________________

   c. Wrote each subtopic at the top of a column on page 4........................ ________________

   d. Read much about main topic.............. ________________

   e. Noted possible visuals for each subtopic ________________

   f. Completed taking notes for all subtopics ________________

2. Preparing Statement Cards

   a. Read all notes under each subtopic ..... ________________

   b. Wrote a sentence or two giving the most important idea(s) that notes tell. Made sure that the sentences are good........ ________________

   c. Copied sentences onto 3x5 cards or slips of paper .... ________________

3. Preparing the Display

   a. Made list of all possible display material________________

   b. Made and/or collected display material for important points ....________________

   c. Organized display material on large poster board. Have not yet pasted or attached material ....________________

   d. Located statement cards next to related material ....________________

   e. Completed display material; got teacher's final OK ....________________

4. Presenting the Oral-Visual Report

   a. Read suggestions on pages................________________

   b. Practiced giving my report at least 3 times________________

Evaluating, or Judging, the Capsule Report

The check list on this page will help you find out what members of your group thought of your work. Ask each group member to sign and fill in one of the columns to the right, using the "grades" indicated.

Your name ______________________ Date __________

Title of Your Report ______________________________

E = Excellent
G = Good
F = Fair
U = Undecided

Judges Names

1. Was familiar with the topic.
2. Spoke in a clear voice.
3. Presented the report in an organized way.
4. Brought out important points.
5. Looked at the group while speaking.
6. Made sense in what was reported.
7. Visual material helped clarify and illustrate important points.
8. Visual material was clearly identified.
9. Visual material was used so that all could see it.
10. Summarized important points at conclusion of report.
11. Answered well any questions asked.
12. Tested or evaluated well group's paying of attention.
13. Held interest of group.
14. Was not upset or disturbed by normal nervousness.
15. Made good use of capsule report directions and suggestions on pages 1-8.

Record Keeping

Since children will be working on a variety of tasks at different times, efficient record keeping is needed if the teacher is to keep track of individual needs as well as group progress.

The following are suggested ways to keep track of the students' progress:

(1) Charts (wall or on ditto)

(2) Notebooks (class, individual)

(3) File Card System (teacher or pupil)

Also important are teacher records that provide a running commentary. Records such as this help teachers plan assignments based on diagnosed needs, and when kept for a period of time provide teachers with an overview of the student's and/or group's progress.

Examples of Record Keeping

Student Record Card: This recording system gives the teacher immediate clues as to the strengths and weaknesses of the student. A+ shows that the student demonstrates an understanding of a skill, half a +(1) shows that the student has some proficiency in the skill, and no mark shows that he needs considerably more help in the skill.

STUDENT RECORD CARD

Student Record Card:

Student ____________________ Grade __________ School __________

Learning To Use Textbooks and Resource Materials:

- Encyclopedia
- Periodicals
- Catalogue
- Dictionary
- Newspaper
- Telephone Book
- Globes
- Glossary
- Title Page
- Charts - Graphs
- Maps
- Almanac
- Thesaurus
- Atlas
- Table of Contents
- Pictures
- Index
- Appendix

Vocabulary and Skill Development

- Alphabetical Order
- Prefixes
- Suffixes
- Similes
- Onomatopoeia
- Syllables
- Antonyms
- Specialized Vocabulary
- Bingo Cards
- Homonyms
- Abbreviations
- Contractions
- Root Words
- Synonyms
- Signs and Symbols
- First Reading Words
- Harder Reading Words

Record of Books Read and Book Reports

- Mystery
- Humor
- Adventure
- Poetry
- Biography
- Historical
- Mythical
- Newspapers
- Book Reports
- Animal
- Folklore
- Sports
- Riddles - Jokes
- Scientific
- Geography
- Magazines
- Comic Books

Understanding Content:

- Listening Skill
- Skimming and Scanning
- Main Idea, Drawing Conclusions
- Reading for Detail, Sequencing

By scanning the student record cards, the teacher can quickly identify any students who need help in a specific area. She can then form a small temporary group for intensive instruction.

Reading Skills Checklist:

This recording system also enables the teacher to get an overall view of the students' strengths and weaknesses. A coding system of ✓+, ✓ and ✓− can be used.

READING SKILLS CHECKLIST

	Name					
Comprehension:						
Main Idea						
Details						
Sequence						
Following Directions						
Drawing Conclusions						
Oral Reading:						
Expression						
Word By Word Reading						
Silent Reading:						
Lip Movement						
Inappropriate Posture						
Failure To Keep Place						
Word Identification:						
Context Clues						
Phonic Analysis						
Structural Analysis						
Syllabication						
Dictionary Word Pronunciation Skills						
Vocabulary:						
Sight						
Context Clues for Meaning						
Dictionary Word Meaning Skills						
Flexibility:						
Adjusting Style to Purpose						
Skimming						
Scanning						
Rapid Reading						

6.58

Teacher's Record for Small Group:

Small group record keeping can be used to record progress of either independent reading or basal instruction of a group. Observations of strengths and needs are noted, as well as follow-up activities for each child.

TEACHER'S RECORD FOR SMALL GROUP [1]

Date ____________________ Book Read ____________________

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Spache, Page 364.

Teacher's Progress Record:

This type of record keeping is used by the teacher to keep track of an individual student's independent reading progress. Specific strengths and needs are noted, as well as an appropriate follow-up to extend what the student has read, or to help build his weak reading skills.

TEACHER'S PROGRESS RECORD [1]

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[1] Spache, page 365.

6.59

Building Independence

Encouraging independence in students is a necessity when a teacher has a variety of groups working on a variety of tasks.

The classroom program should enable the child to become independent and self-directing in many reading activities.

Children need help in understanding and accepting two kinds of responsibilities in the classroom:

1. Those pertaining to specific objectives.
2. Those pertaining to general objectives.

Specific objectives:

1. They need to know the specific objectives which are to be accomplished.
2. They need to know their responsibilities.
3. They need to be aware of their specific assignments.
4. They need to know what their responsibilities are to other class members.
5. They need to know how the teacher wants them to perform.

General objectives:

1. They must remember their responsibilities.
2. They must have a reference source (bulletin board, oak tag, etc.) to check back against.
3. They may review their group's responsibility before the reading period.
4. They must be allowed to do their own work when they are able to.

There are several avenues open to the teacher in helping his or her students to accept responsibility:

1. Providing written reminders (charts) of the assignments given to lessen the need of students constantly asking the teacher to repeat the directions.

Building Independence (Cont'd)

2. Providing study guides which accompany the lessons (see study guides).
3. Having students write their own periodical progress reports.
4. Involving the students in the record keeping of their strengths and weaknesses.
5. Making contracts with the students.
6. Having students keep a daily log of their reading objectives, strengths and weaknesses. (#5,6 - see K-3 guide)

Assessment: Providing for Individual Needs

Any organizational strategy exists primarily to advance the many goals of reading instruction. The following checklist should be helpful in evaluating classroom organization for teaching reading.

STUDENT CHARACTERISTICS

Physiological

Do pupils have sufficient opportunities for movement? Are special sensory needs of pupils met?

Social

Are students' group roles clearly defined?
Is student-direction of learning situations encouraged?

Affective

Is a reasonable opportunity of success ensured?
Is stigmatization avoided?
Can the varied interests of students be met?

Cognitive

Are the experience backgrounds of students utilized?
Can differing rates of learning be provided for?
Are pupils able to exchange opinions regarding selections?

STUDENT CHARACTERISTICS

Educational

Are planned experiences to meet specific skill needs possible?
Are sufficient opportunities provided for diagnosis?

INSTRUCTIONAL GOALS

Word Recognition

Are a variety of word recognition methods practiced?
Is accuracy of word perception facilitated?

Comprehension

Are inferential as well as literal skills facilitated?
Are exchanges of critical judgments encouraged?

Appreciation

Are students' reading interests broadened?
Are students' reading attitudes and habits improved?

Rate of Reading

Is flexibility of rate encouraged?
Is pressure to maintain a group standard of rate avoided?

Oral Reading

Is a reasonable balance maintained between oral and silent reading?
Are meaningful alternatives to round-robin reading provided?

Content Area Reading

Are the various study skills practiced?
Is there opportunity for students to apply what they have read?

IMPLEMENTATION

Teacher Personnel

Is teacher expertise maximally utilized?
Are teacher preferences and interests considered?

STUDENT CHARACTERISTICS

Data Collection

Can adequate samples of students' reading behavior be obtained?
Can information regarding growth in specific skills be obtained?

Scheduling

Is scheduling simplified?
Can flexibility of instructional time be maintained?

Materials

Can a variety of materials be employed?
Are the requisite materials within the school's financial resources?

Name ______________________ Date ___________________________

Grade ______________________ School ________________________

LET'S HEAR FROM YOU!

What parts did you find to be most helpful?

What additions, suggestions, and activities do you have that will make implementing this section easier?

Additional Comments:

CHAPTER 7

ASSESSMENT

Assessment is an on-going daily process of observing students' needs in Reading in order to determine the effectiveness of instruction. Assessment is the basis of effective planning.

Techniques for assessing the modality for determining reading level, using oral reading for diagnosis, interest inventories, and self-evaluation scales are presented in the Wilmington Reading Curriculum: A Guide to Teaching Reading K-3 and should be consulted.

Additional information for placing students in Reading materials, assessing reading attitudes, and planning appropriate instruction are presented in this Section.

Informal Inventories

Teachers can determine reading level by means of an informal inventory. Skill needs can also be determined by this technique.

An informal inventory should be made using passages from the material students are actually going to read.

Since materials written for students in the middle grades vary greatly in their readability, teachers should not assume that a student will read at the same level in every book. Instead, it is suggested that informal reading tests be administered whenever students are placed in new materials.

PROPER PLACEMENT IN READING MATERIALS IS ESSENTIAL FOR EFFECTIVE INSTRUCTION.

Procedures for Test Preparation (Oral and Silent Reading)

1. Select two series of graded passages from the middle of each book (one for oral and one for silent reading) according to the following guide.

Level	Number of Words
Primer	50
Levels 1 and 2	75
Levels 3 through 6	100-200
Levels 7 and 8	250-300

2. Each selection should present a meaningful whole.

3. Prepare a series of questions for each selection to include:

Level	Total Number Questions Asked
Primer - 5 factual, 2 inferential	7
Levels 1 and 2; 6 factual, 1 inferential, 1 contextual	8
Levels 3 through 6; 7 factual, 2 inferential, 1 contextual	10

Procedures for Administration

Oral Reading

1. Select the passage one level below the Word Identification Test Score.	1. Select the passage at the child's instructional level and oral reading.
2. Ask the child to read the selection.	2. Compare behavior in oral and silent reading.
3. Establish the instructional level according to the criteria given in the next section.	
4. At the instructional level:	
a. Mark the passage on the teacher's record blank to indicate error and habit.	a. Check comprehension and recall by asking the questions.
b. Check comprehension by asking questions and record behavior on the checklist.	b. Record the summary of reading behavior on the checklist.

To Estimate Level in Oral and Silent Reading

Criteria

1. Instructional Level - the level at which the child can learn effectively.
   a. Word Identification - 95%
   b. Comprehension - 75%
2. Independent Level - the level at which the child can function independently.
   a. Word Identification - 99%
   b. Comprehension - 90%
3. Frustration Level - the level at which a child experiences difficulty in learning and in functioning effectively.
   a. Word Identification - Below 90%
   b. Comprehension - Below 70%

Analysis

The teacher may approach the analysis of level in one of two ways:

1. He may establish a certain level (i.e. instructional) by providing the child with a series of graded passages until the criteria for that level are achieved; i.e., instructional, 95% word identification and 75% comprehension.
2. He may establish the appropriateness of a graded passage by comparing the child's performance to the criteria listed above and determining the level; i.e., 90% word identification and 60% comprehension would indicate frustration level.

Procedure for Recording Oral Reading Behavior

Passages

Prepare a copy of each selection the child will read to serve as a record blank for the teacher. Double space for ease of marking. Prepare a copy of the questions you will ask the child.

Marking System for Errors

Substitutions - in (cross out word or phrase; write child's pronunciation) little

Words Added - in the ^ house (^ plus added word)

Words Omitted - in the house (-- through the word or phrase omitted)

Words Unknown - $\overset{\text{P}}{\text{house}}$ (write P above the word pronounced by the child)

Marking System for Habits

Phrasing - in/the house/ - (slash line indicates phrasing)

Hesitation - in the $\overset{\text{H}}{\text{house}}$ (H to show a pause of 2 seconds or more)

Repetition - in the $\overset{\text{R}}{\text{house}}$ (R above word or phrase repeated)

Punctuation ignored - X (X through the mark ignored)

Procedure for Scoring

Oral Reading

1. Word Identification
    - a. Count words in complete
    - b. Count word errors (only those listed in errors above)
    - c. Compute the percentage of words identified correctly.

(Approximately no more than 5 word errors determines the instructional level.)

2. Comprehension
    - a. Count the questions asked.
    - b. Count correct responses.
    - c. Compare the percentage of questions answered correctly.

Silent Reading

1. Comprehension
    - a. Count the questions asked.
    - b. Count correct responses.
    - c. Compute the percentage of questions answered correctly.

Guidelines for Constructing Questions for Informal Reading Inventories

Valmont, William J., "Creating Questions for Informal Reading Inventories," THE READING TEACHER, Vol. 25 (March, 1972) 509-512

1. Questions should be in the approximate order in which the in-

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20. Avoid asking questions on which the child has a fifty-fifty chance of being correct: "yes/no" questions, or "either/or."

Ask at least 7 or 8 questions per paragraph.

The Cloze Procedure for Placing Students in Textbooks and Supplementary Reading Material

The Cloze Test is a device for determining how well students read and understand textbook or supplementary reading material.

Using the Cloze Technique

1. Construction
   a. Select a reading passage of approximately 275 words from material that you will be assigning to your students. This should be material that they have not yet read.
   b. Leave the first sentence intact. Starting with the second sentence, select at random one of the first five words. As you type the passage on a ditto master, leave an underlined blank 15 spaces long.
   c. Delete every fifth word thereafter, until you have a total of 50 underlined blanks. Finish that sentence. Type one more sentence intact.
2. Administration
   a. Students are not to use their textbooks in completing the cloze exercise.
   b. Before passing out the tests, inform the students that they will be taking a test that will try to measure the difficulty of their class reading materials. Show them how the cloze works on the board with sample sentences such as,
   "It's dark in here. Please turn on the _______________." Or,
   "The man _______________ down the stairs."
   Emphasize to the students that they can get many clues from the context of the reading passage that will help them determine words that fit.
   c. Allow the students the entire class period to complete the test. (Many should finish early.)

3. Scoring and Recording

a. Count as correct every exact word students supply. (Do not count synonyms judged to be satisfactory. Counting synonyms will not change the scores appreciably, but it will drive you crazy trying to judge the appropriateness of "almost" answers. It will also change the scoring.)

b. Multiply the total number of exact word replacements by two in order to determine the student's cloze percentage score.

c. For each class of students, record the cloze percentage scores on a single sheet of paper. Students' names and scores should be listed under one of the three columns as they appear on Form 1. For each class period, you now have from one to three instructional groups grossly identified.

This assessing device was distributed at Dr. Harold Herber's symposium at the IRA Convention, Atlantic City, 1971.

SCORING - RECORDING

Subject________________________________ Teacher____________________

Period_________________________________ Date_______________________

Note: Use your own teacher judgment in interpreting the results below. This is only a gross indication, not the final analysis!

Independent Level (Above 60%)	Instructional Level (Between 40% and 60%)	Frustration Level (Below 40%)

Minimal Reading Proficiency

The following twelve objectives represent the basic minimum reading skills which an adult in our society needs to be able to function without handicaps. This list was developed in September, 1972, and represents the input of administrators and specialists throughout the country.

1. A functional reader will correctly identify stated main ideas.
2. A functional reader will correctly identify inferred main ideas.
3. A functional reader will correctly identify conclusions drawn from a stated and/or inferred main idea.
4. A functional reader will correctly identify stated supportive details.
5. A functional reader will correctly identify conclusions drawn from stated or inferred supportive details.
6. A functional reader will correctly identify stated and/or inferred sequences within selected contents.
7. A functional reader will correctly answer relationship questions; such as, cause and effect, fact and opinion, and/or time and space.
8. Given written directions, a functional reader will demonstrate the ability to follow those directions.
9. Given tasks using an index and/or table of contents, a functional reader will demonstrate the ability to complete the given tasks.
10. Given tasks using a dictionary, a functional reader will demonstrate the ability to complete the given tasks.
11. Given tasks for extracting information from graphs, tables, maps, charts, diagrams, pictures and/or cartoons, a functional reader will demonstrate the ability to complete the given tasks.
12. Given tasks for using context clues, a functional reader will select an appropriate meaning for a given unfamiliar word.

The above twelve objectives appeared in the February, 1974, issue of the Journal of Reading.

Reading Skills Needing Increased Emphasis in the Classroom

From the comments of teachers and an examination of systemwide testing, it appears that the following four areas should receive increased emphasis--especially in Grades 3-6.

1. Understanding Language
2. Utilizing Content
3. Understanding Questions and Directions
4. Work Study Habits

For each area outlined below, there are materials in the classroom which will be useful. (Please see Appendix)

1. Understanding Language

Skills Needed	Strategies Recommended
Context Clues Synonyms Antonyms Antecedents Punctuation Signal Words	Discussions, Tapes, Records, Brainstorming, etc. Reading to Children Noting Punctuation, Beginning and Endings of Paragraphs and of Sentences. Types of Signals

2. Utilizing Content

Skills Needed	Strategies Recommended
Sequencing Ideas Organizing Thoughts Keeping Story Content in Mind Locating Information for a Specific Purpose Forming Generalizations Based on Written Content	Writing Reports Based on Reading Guided Silent Reading Have Children Set Purposes for Reading Use Study Guides in Content Areas Use the Content to Prove Answers

3. Understanding Questions and Directions

Skills Needed	Strategies Recommended
Understanding what the question is asking.	Reading question carefully and thoroughly.
Explaining the answers.	Providing answers by locating and utilizing information given.
Being able to answer a question coherently in writing.	Understanding direction words (list, explain, describe, label, compare, contrast, define, prove, find, justify, locate)
Knowing whether question is asking for direct recall from the story or from personal experience.	Understanding question words. (who, what, why, when, where, how)
Being able to answer questions which ask for more than one answer (Which two things, etc.)	Ask questions that require written explanations and answers rather than short answers and multiple choice.
	Class discussion. (Which answer is the most complete, the best, why?)
	Careful rechecking. (Have I answered the question asked? Is my answer complete?)

4. Work Study Habits

Skills Needed	Strategies Recommended
Locating specific information.	Skim and scan.
Proving one's answers by using story content.	Help children acquire the habit of checking work and proving answers.
Reading to the end of sentence or paragraph.	Reread work to see if it makes sense.
Reading longer selections without pictures.	Make sure answers are complete.
Checking work.	Verifying information.
	Involve child in setting goals and evaluating his own progress

A Scale of Reading Attitude Based on Behavior

Name of Student____Grade__________Date________________

School____Observer________________________________

Directions: Check the most appropriate of the five blanks by each item below. Only one blank by each item should be checked.

	Always Occurs	Often Occurs	Occasionally Occurs	Seldom Occurs	Never Occurs
1. The student exhibits a strong desire to come to the reading circle or to have reading instruction take place.					
2. The student is enthusiastic and interested in participating once he comes to the reading circle or the reading class begins.					
3. The student asks permission or raises his hand to read orally.					
4. When called upon to read orally the student eagerly does so.					
5. The student very willingly answers a question asked him in the reading class.					
6. Contributions in the way of voluntary discussions are made by the student in the reading class.					
7. The student expresses a desire to be read to by you or someone else, and he attentively listens while this is taking place.					
8. The student makes an effort to read printed materials on bulletin boards, charts, or other displays having writing on them.					

	Always Occurs	Often Occurs	Occasionally Occurs	Seldom Occurs	Never Occurs
9. The student elects to read a book when the class has permission to choose a "free-time" activity.					
10. The student expresses genuine interest in going to the school's library.					
11. The student discusses with you (the teacher) or members of the class those items he has read from the newspaper, magazines, or similar materials.					
12. The student voluntarily and enthusiastically discusses with others the book he has read or is reading.					
13. The student listens attentively while other students share their reading experiences with the group.					
14. The student expresses eagerness to read printed materials in the content areas.					
15. The student goes beyond the textbook or usual reading assignment in searching for other materials to read.					
16. The student contributes to group discussions that are based on reading assignments made in the content areas.					

From: The Reading Teacher, Volume 25, No. 5, February, 1972, C. Glennon Rowell
Pages 442-449, An Attitude Scale for Reading

7-14

Knowns About Reading Instruction*

Good Reading Instruction	Poor Reading Instruction
1. Begin instructional program with a diagnosis of the specific reading needs of each child.	1. Teachers have scores from a readiness test or achievement test or the report of a previous teacher which indicates the book the child was "in" last year. This information is used as the basis for grouping even though it furnishes very little insight into the specific reading needs of individual children.
2. Design all lessons or learning experiences to meet the needs identified through diagnosis.	2. The next story in the book, not the needs of children, dictates the objectives of the reading lesson.
3. Define in precise terms what it is that children are to learn in each lesson.	3. Objectives are stated, if at all, in general terms that defy evaluation, e.g., "to introduce vowel sounds."
4. Teach to accomplish these objectives, avoiding tasks that frustrate pupils and tasks that do not contribute to the accomplishment of the objectives, e.g., meaningless recall questions.	4. The questions in the teacher's guide are asked even though they may not contribute to pupil learning. Cuszak found in his study that on the very first attempt, children gave acceptable responses to 90 per cent of the literal comprehension questions. This
5. Following the lesson, evaluate to determine what each child knows, not just what the "answering" students know.	
6. Plan the next lesson on the basis of this evaluation.	

	suggests it may not be necessary or useful to spend time on this type of instructional activity for many children have already mastered this skill.
	5. Evaluation of the lesson is accomplished through oral questioning. Because all children cannot respond to all questions and because the better students do most of the answering, it is virtually impossible for the teacher to discover what each child knows.
	6. The next lesson is planned in accordance with the next story in the book, regardless of the findings of the previous evaluation.

*Adapted from William L. Rutherford, "An Analysis of Teacher Effectiveness in Classroom Instruction in Reading," in READING METHODS AND TEACHER IMPROVEMENT, ed. Nils Banton Smith (1971).

A Guide for Observing Reading Instruction*

A guide for observing reading instruction has been developed and used by this writer and his students to investigate the nature of reading group instruction. The instrument is designed for use by a team of two observers, but it can be used by a single observer or a teacher who has tape recorded his lesson.

Specifically, the Guide will reveal the following things.

1. The portion of time spent in teacher talk.
2. The portion of time spent in student talk.
3. The number of interchanges between teacher and student.
4. How much time is spent by each student talking or reading aloud.
5. What types of teaching activities are included in the lesson.
6. Approximate percentage of time devoted to each activity.

Here is how the Guide is used by an observer team. At five second intervals, Observer One indicates whether the teacher or a student is talking or reading or if there is silence. The observer mentally assigns a number to each student and records his number each time he verbalizes so the number of times a child responds or performs can be ascertained.

Using the following categories, Observer Two records at five second intervals the types of instructional activities that occur.

C = Comprehension development, which includes any activities intended to teach or test understanding of material read. This encompasses everything from recall of a name or simple fact to critical analysis of a selection.

R = Word recognition includes any activities intended to improve a student's skill in "unlocking" or recognizing words.

O = Oral reading by teacher or student. This symbol should be used only when there is an actual attempt to improve oral reading skill. Such instruction usually emphasizes reading for meaning, attention to punctuation, appropriate speed, enunciation, etc. When oral reading is used primarily for evaluating or improving word recognition, it should be marked "R" (word recognition). Such would probably be the case in the following types of situations: (1) when a child is asked to read to find a word that begins or ends with the same letter or sound as some other word, or (2) when the child is asked to read so the teacher can assess his ability to use word attack skills to recognize unknown words. If the primary purpose of the oral reading is to evaluate or improve comprehension, the symbol C (comprehension) should be used. When a teacher says, "Billy, read the first sentence on Page 46 and tell us how Dick's goat got out of his pen," she is using oral reading to improve or check comprehension.

S = Silent reading by teacher or student. This symbol will typically be used when an entire group is engaged in silent reading. If a single child is asked to read for some word recognition or comprehension purpose, the symbol R or C should be used.

E = Enrichment activities--discussions carried on to establish background for the story to be read would be included here. Also, relating personal experiences by teacher or students. Additional information presented by teacher or pupils to suplement the story or lesson would be categorized as an enrichment activity.

L = Listening skills--any direct attempt to improve the listening skills of students would be included in this category. Caution: teacher admonitions such as "pay attention" and "listen carefully" do not qualify as direct instruction in listening skills.

Some interesting and useful insights into reading group instruction can be gleaned through the use of this instrument.

*Adapted from William L. Rutherford, "An Analysis of Teacher Effectiveness in Classroom Instruction in Reading," in READING METHODS AND TEACHER IMPROVEMENT, ed. Nils Banton Smith (1971).

Student Self-Evaluation

Evaluation can be a pupil process if the child assesses his skills growth measured by a checklist, checksheet, and product improvement. Students become very competent in evaluating their products as they have opportunities to create and compare them with those of others. The teacher's role in the development of self-evaluation skill is one of approval and effort. She provides support and an environment that will nurture the development of self-concepts.

Examples:

1. Daily logs - students can keep daily logs of their assignments, objectives, how they did on the assignments, and what they think they still need to work on. The teacher will state the assignments and objectives, and the students will take it from there. The students enjoy keeping a notebook of their work and progress. Plus, it works.

2. Checklists - questions like these can be used.

   a. What did I learn from this assignment?
   b. Did I fulfill the requirements of the assignment?
   c. In what areas of the assignment did I do really well?
   d. In what areas of the assignment do I need to do more work?
   e. How might I improve?
   f. How will this assignment help me in other areas?

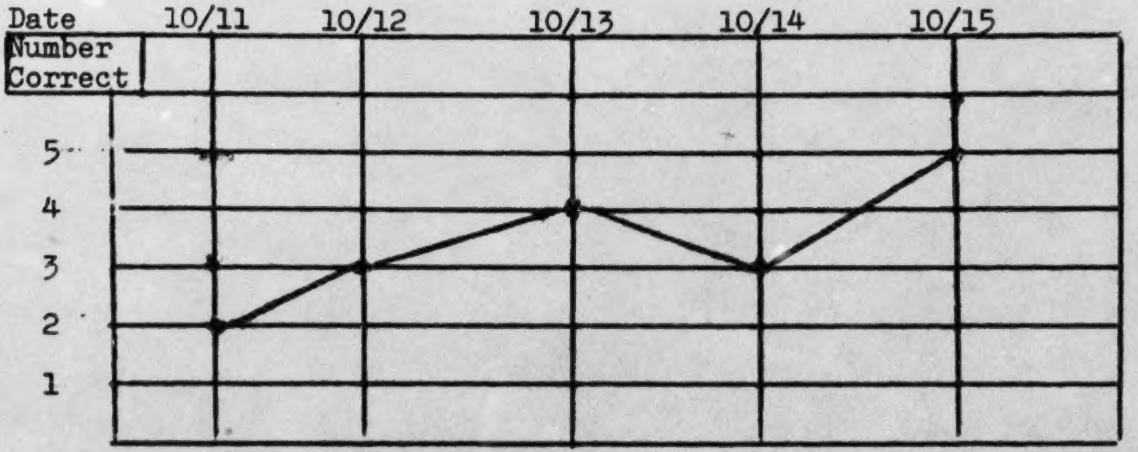
3. Charts or Graphs

	Main Idea	Details	Sequencing	Inferencing
John				
Date: 1.				
2.				
3.				

(+) has understanding of skill and can apply it to various reading activities

(-) weak, needs additional work with particular skill

(✓) has shown improvement but still needs more work in the particular area



Main Idea - Book 1

7.19A

4. Dittos:

Date	Skill Worked On	How will this skill help me?	How did I do? How can I improve?

Name ______________________________ Date ______________________________

Grade ________________ School ____________________________________

LET'S HEAR FROM YOU!

What parts did you find to be most helpful?

What additions, suggestions, and activities do you have that will make implementing this section easier?

Additional Comments:

APPENDIX

WORD RECOGNITION SKILLS

SIGHT	CONTEXT	STRUCTURAL ANALYSIS	PHONICS	DICTIONARY SKILLS
(Words which the child recognizes in 1/10 of a second). Recognizes: contractions as sight words of similar configuration as sight words all words as sight - even those which can be sounded out.	Uses context to determine word meaning.	Understands and Reads: endings plurals possessives Recognizes: prefixes suffixes Recongizes Compound Words. Recognizes: Syllables and Accents.	Recognizes & Uses blends vowels consonant digraphs vowel teams variants of C and G. Recognizes and Applies silent letters and vowel rules.	Knows and Uses alphabetical order and guide words. Is able to pronounce unfamiliar words by using: pronunciation key diacritical marks accents Recognizes entry word from derived or inflected form. Selects appropriate word meaning and form to fit the meaning of a sentence. Is able to use dictionary to check spelling: etmology syllable abbreviations

LEVEL I

COMPREHENSION

Locating	Organizing	Inferring	Judging	Appreciating
Understands Direction Words: up/down top/bottom left/right	Remembers: details of a story sequence of events cause and effect.	Infers: sequence character traits	Makes judgments about: reality or fantasy — desirability of character or situations.	Shows Emotional Reaction.
Follows Oral Directions.	Restates story ideas.	Predicts Outcomes.	Recognizes exaggeration.	Shows Empathy and Sensitivity to Characters and Events.
Recognizes Parts of Book: Page and Title.		Anticipates: story content.		Understands elements of: humor plays poetry cartoons
Uses Sources of Information: Pictures and Charts.		Draws Conclusions.		
Recognizes Library as a Resource.				
Locates and Selects: answers to specific questions, correct answer to multiple choice questions.				

LEVEL 2

COMPREHENSION

Locating	Organizing	Inferring	Judging	Appreciating
Understands Direction Words: up/down top/bottom left/right Follows Oral Directions. Follows Written Directions. Recognizes Parts of Book: page title index glossary Uses Sources of Information: pictures charts maps dictionary Recognizes Library as a Resource. Locates and Selects: answers to specific questions, correct answer to multiple choice, study clues, bold face, and establishes purposes for reading.	Remembers: details of a story, sequence of events, cause and effect. Restates: story ideas. Locates: main idea information pertinent to a particular topic, information to prove a point, reasons for actions and events (cause and effect).	Infers: sequence character traits cause and effect moral of a story Predicts Outcomes. Anticipates: story content. Draws Conclusions.	Makes judgments about: reality or fantasy, desirability of character or situations, fact vs. opinion Recognizes: exaggeration relevant from irrelevant ideas	Shwos Emotional Reaction. Shows Empathy and Sensitivity to: characters and events. Understands elements of: humor plays poetry cartoons

LEVEL 3

COMPREHENSION

Locating

Understands Direction Words:
- up/down
- top/bottom
- right/left

Follows Oral Directions

Follows Written Directions

Recognizes Parts of Book:
- page
- title
- index
- glossary
- introduction

Uses Sources of Information:
- pictures
- charts
- maps
- dictionary
- graphs
- diagrams
- tables

Recognizes Library as a Resource
Establishes Purpose
Locates and Selects:
- answers to specific questions
- Correct answers to multiple choice

Study Clues:
- boldface
- italics

Organizing

Remembers:
- details of a story
- sequence of events
- cause and effect

Restates:
- story ideas

Locate:
- main idea
- information pertinent to particular topic.

Information to prove a point

Reasons for actions and events (cause and effect)

Is able to note:
- major from minor ideas

Inferring

Infers:
- sequence
- character traits
- cause and effect
- moral of story

Predicts Outcomes

Anticipates:
- story content

Draws Conclusions

Judging

Makes Judgments

About:
- reality or fantasy
- desirability of character or situations
- fact vs. opinion
- author's purpose

Recognizes:
- exaggeration
- denotation vs. connotation
- relevant from irrelevant

Appreciating

Shows Emotional Reaction

Shows Empathy and Sensitivity to Characters and Events

Understands Elements of:
- humor
- plays
- poetry
- cartoons

LEVEL 4

COMPREHENSION

Locating

Understands Direction Words:
- up/down
- top/bottom
- left/right

Follows Oral Directions

Follows Written Directions

Recognizes Parts of Book:
- page
- title
- index
- glossary
- introduction
- footnotes
- foreword
- preface

Uses Sources of Information
- pictures
- charts
- maps
- dictionary
- graphs
- diagrams
- tables
- telephone books
- encyclopedia
- newspapers
- globes

Recognizes Library as a Resource

Organizing

Remembers:
- details of story
- sequence of events
- cause/effect

Restates:
- story ideas

Locate:
- main idea -
- information pertinent to a particular topic -
- information to prove a point -
- reasons for actions and events (cause and effect)

Is able to note major from minor ideas

Adjust Rate to Purpose

Locating - Locates and Selects answers to specific questions - correct answers to multiple choice -

Study Clues:
- boldface -
- italics -
- parenthetical expressions -
- taking notes -

Inferring

Infers:
- sequence of events
- character traits
- cause and effect
- moral of a story

Predicts Outcomes

Anticipates:
- story content

Draws Conclusions

Judging

Makes Judgments about:
- reality or fantasy -
- desirability of character or situations -
- fact/opinion
- author's purpose
- author's competence -
- validity of information -
- adequacy of information

Recognizes:
- exaggeration
- denotation vs. connotation
- relevant from irrelevant

Appreciation

Shows Emotional Reaction

Shows Empathy & Sensitivity to Characters and Events

Understands Elements of:
- humor
- plays
- poetry
- cartoons

LEVEL 5

COMPREHENSION

Locating:

Understands direction words. (up/down top/bottom left/right)
Follows oral directions.
Follows written directions.
Recognizes parts of book. (Table of Contents, Page, Title, Index, Glossary, Introduction, Footnotes, Foreword, Preface, Dedication, Bibliography)
Uses sources of information (Pictures, charts, maps, thesaurus, dictionary, graphs, diagrams, tables, telephone books, encyclopedia, newspapers, magazines, globes, atlas)
Recognizes library as a resource.
Locates and selects answers to specific questions.
Correctly answers multiple choice.
Study Clues. (boldface, italics, parenthetical expressions, taking notes, outlining, develops study techniques, develops test taking techniques)

Organizing:

Remembers details of a story, sequence of events and cause and effect.
Restates story ideas.
Locates main idea, information pertinent to a particular topic, information to prove a point, reasons for actions and events (cause and effect).
Is able to note major from minor ideas.
Adjusts rate to purpose (skimming/scanning).

Inferring:

Infers sequence of events, character traits, cause and effect, moral of a story, etc.
Predicts outcomes.
Anticipates story content.
Draws conclusions.

Judging:

Makes judgments about reality or fantasy, desirability of character or situations, fact vs. opinion, authors purpose, author's competence, validity of information, adequacy of information.
Recognizes exaggeration, denotation vs. connotation, relevant from irrelevant.

Appreciation:

Shows emotional reaction.
Shows empathy and sensitivity to characters and events.
Understands elements of: humor, plays, poetry, cartoons.
Understands elements of the author's craft, setting, characterization, plot, point of view, literary devices.
Recognizes characteristics of various genre.

CURRICULUM GUIDE - MATERIALS INDEX

	Material and Company	Area(s) Covered
1.	Aware - Random House (Gr.3-4)	Poetry Awareness
2.	Barnell-Loft Specific Skills (Gr. 1-6)	Detecting the Sequence Drawing Conclusions Following Directions Getting the Facts Main Idea
3.	Catching On - Open Court Pub. (Gr. 2-3)	Reading Comprehension in the following areas: a. dictionary b. drawing conclusions c. following directions d. good sense e. paraphrasing f. sequencing g. use of context
4.	Checkered Flag Series - Field Educational Pub. (Gr. 5-12)	High interest - low vocabulary stories.
5.	Challenge to Read Children's Press (Gr. 4-6)	Reading and skill development for the reluctant reader.
6.	Crofts Skillpacks Croft Educational Services (2.2 - 3.2 and 4-6)	A.1 Details 2 Translation of Details 3 Signal Words 4 Main Idea B.1 Implied Details 2 Patterns of paragraph organization 3 Inferring main idea C.1 Selecting question that states problem 2 Hypothesis 3 Relevant/Irrelevant ideas D.1 Criterion for making a judgement
7.	Jane Ervin Educator's Publishing Gr. 3.2 - 8 workbook	Reading comprehension in varied subject matter. a. thinking it over b. main idea c. finding facts d. sequencing e. author's style f. drawing conclusions g. words and their meanings.

CURRICULUM GUIDE - MATERIALS INDEX (continued)

8.	Extra! Books Macmillan Pub. Co., (K-6, Lev. 1-18) (Gr. 4, Lev. 19-24) (Gr. 5, Lev. 25-30) (Gr. 6, Lev. 31-36)	Reinforces reading skills and vocabulary.
9.	Good Apple Newspaper Good Apple Pub. Gr. K-6 (4 issues/year)	Variety of activities covering all areas.
10.	Grope and Group Language Task Cards Gr. 1-6 (Gr. 4 -D, Gr. 5 - E, Gr. 6 -F)	Classification and Main Idea
11.	Macmillan Spectrum of Skills Macmillan Pub. Co. Gr. 1-6 - Ind. Books	Remedial - Word Analysis Dev. Reading Comprehension Dev. Vocabulary
12.	Martin Mooney Mysteries Educator's Pub. Co. Gr. 4-5	Individual and Independent Reading
13.	McCall Crabbs Test Lessons In Reading Teachers College Press Lev. A - Gr. 2-4 Lev. B - Gr. 3-5 Lev. C - Gr. 4-6 Lev. D - Gr. 5-7	Timed exercises in comprehension
14.	Newslab Science Research Assoc. Gr. 4-6 Kit Format	Improve sight vocabulary. Interpreting a newspaper. Application of skills: outlining, skimming and summarizing.
15.	Reading For Meaning Lippincott Pub. Lev. 4 Grade 4 5 5 6 6 7 7 8 8 Workbook Format	Promotes reading for understanding in the following: word meaning main idea choosing the best title getting the facts making an outline drawing conclusions
16.	Reading for Understanding Science Research Associates Grades 3-8 and Grades 5-College	Comprehension Drawing Conclusions Analyzing Ideas

CURRICULUM GUIDE - MATERIALS INDEX (continued)

	Material & Company	Area(s) Covered
17.	Reading Incentive Language Program Part I Grade 3- Young Adult (Kit)	Remedial Reading Program High Interest - Supplemental Reading Reinforcement of Listening Skills
18.	Continental Press Dup. Masters Continental Press Co. Preprimer - Gr. 6	Reading/Thinking Skills Reading for Comprehension Crossword Puzzles for Reading/ Thinking Skills
19.	Series "r" Solo Books Macmillan Pub. Co. K-6 - Individual books	Individual independent reading books correlated with the Macmillan Series "r".
20.	Sounds of Language Holt, Rinehart and Winston Preprimer - 7 (Kit)	Listening Skills
21.	Sprint Library Scholastic Services Gr. 2 - 3.4	High interest, low vocabulary paperbacks used with 4, 5 and 6 graders reading on 2nd grade level.
22.	SRA Pilot Library Science Res. Assocs. Gr. 3-8 (Kit)	Comprehension
23.	Target Readers Laidlaw Pub. Company Lev. 3.5 Purple Book Lev. 4.0 Red Book Lev. 4.9 Orange Book Lev. 5.5 Blue Book Lev. 6.5 Green Book Lev. 7.0 Gold Book	Paragraph Skills Dictionary Skills Vocabulary Skills Comprehension Skills
24.	Word Pacers Random House Pub. Gr. 4-6 (Kit)	Vocabulary Skills
25.	Xerox Personalized Reading Lev. 1-25 Gr. 3 and below Lev. 26-50 Grade 4 Lev. 51 - 75 Grade 5 and Above	Comprehension and Reading Skills

GUIDED SILENT READING

1. List Objectives of the Lesson in Behavioral Terms
   The Child will be able to ....

2. Provide Motivation for the Story
   Use conceptual devices to help children visualize concepts. Get a purpose for reading.

3. Present Vocabulary In Context
   Use conceptual devices and develop related word attack skills. Child dictated or teacher-made sentences.

4. Develop Comprehension
   Some directed oral reading (read the sentence or paragraph that tells...)

   Directed silent reading (read to find out...)

   Ask questions which encourage higher thinking skills. Draw the facts (who, what, when, where, etc.) and use them. What might happen if? and why? do you agree that..? and why? how do you feel about...? why?

   (Questions should not be the ones that children could answer from experiential background, without having read the story; e.g., where do robins live? Also, some stories do not have enough content to develop comprehension skills. Skip or read once over lightly.)

5. Record Keeping
   During lesson, have a notebook and pencil handy to note errors for each individual child. Use this to plan follow-up activities for whole class as well as individual children. Keep notations and note patterns that occur.

6. Follow-Up: Reinforcement of Concepts and Skills (See #1)
   Seat work at independent level. Application of skills production rather than identification, recognition, circling, underlining, etc. Opportunities for divergent thinking, rather than "one right answer."

7. Evaluations
   Have objectives of the lesson been accomplished? What are individual needs?

8. Plans for Next Time
   Based on diagnosed needs: (See #5 and #7)

C.1

FRY READABILITY SCALE[1]

Teachers will need a means for determining approximate grade levels of materials if they are to place the children in books at their proper instructional level.

The following is a quick method for determining readability.

1. Randomly select three sample passages and count out exactly 100 words beginning with the beginning of a sentence. Do not count numbers. Do count proper nouns.

2. Count the number of sentences in each 100 words estimating length of the fraction of the last sentence to the nearest 1/10th.

3. Count the total number of syllables in each 100-word passage. If a hand counter is not available, an easy way is to simply put a mark above every syllable beyond one in each word; then when you get to the end of the passage, count the number of marks and add 100. Average the findings from the three samples.

   Use the chart provided. Find the syllable count across on top. Locate the average sentence count along the left side. The approximate grade level is the number at which the two variables intersect.

	Syllables	Sentences
First 100 words	124	6.6
Second 100 words	141	5.5
Third 100 words	158	6.8
Average	141	6.3

When syllable count 142* is positioned at the top of the window, grade level 7 appears in the window opposite 6.3 in the sentence count column.

* indicates the next highest number.

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[1] Fry, Edward, "Readability Scale" Journal of Reading, April 1968,

SYLLABLE COUNT: AVERAGE NO. OF SYLLABLES PER 100 WORDS

Sentence Count

Average Number of Sentences Per 100 Words

	108	110	112	114	116	118	120	122	124	126	128	130	132	134	136	138	140	142	144	146	148	150	152	154	156	158	160	162	164	166	168	170	172
25.0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	2	2	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
20.0	1	1	1	1	1	1	1	1	1	1	1	1	2	2	2	2	3	3	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
16.7	1	1	1	1	1	1	1	1	1	2	2	2	2	2	3	3	3	3	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
14.3	1	1	1	1	1	1	1	2	2	2	2	2	3	3	3	3	3	4	4	X	X	X	X	X	X	X	X	X	X	X	X	X	X
12.5	1	1	1	1	1	2	2	2	2	2	3	3	3	3	3	4	4	5	5	5	X	X	X	X	X	X	X	X	X	X	X	X	X
11.1	1	1	1	2	2	2	2	2	3	3	3	3	3	4	4	4	5	5	6	6	6	X	X	X	X	X	X	X	X	X	X	X	X
10.0	2	2	2	2	2	2	3	3	3	3	3	4	4	4	5	5	6	6	6	6	7	7	X	X	X	X	X	X	X	X	X	X	X
9.2	2	2	2	2	3	3	3	3	3	4	4	4	5	5	5	6	6	6	6	7	7	7	7	X	X	X	X	X	X	X	X	X	X
8.3	2	2	3	3	3	3	3	4	4	4	5	5	5	6	6	6	6	7	7	7	7	7	8	8	8	X	X	X	X	X	X	X	X
7.5	3	3	3	3	3	4	4	4	5	5	5	5	6	6	6	6	7	7	7	7	7	8	8	8	9	9	10	X	X	X	X	X	X
7.1	3	3	3	4	4	4	4	5	5	5	6	6	6	6	6	7	7	7	7	7	8	8	8	9	9	10	10	10	11	X	X	X	X
6.7	3	3	4	4	4	5	5	5	6	6	6	6	6	6	7	7	7	7	7	8	8	8	9	9	9	10	10	10	11	11	12	C	X
6.3	4	4	4	5	5	5	6	6	6	6	6	6	6	7	7	7	7	7	8	8	8	8	9	9	10	10	10	11	11	12	12	C	C
5.8	4	5	5	5	5	6	6	6	6	6	6	7	7	7	7	7	7	8	8	8	8	9	9	9	10	10	10	11	11	12	12	C	C
5.5	5	5	5	6	6	6	6	6	6	6	7	7	7	7	7	7	8	8	8	8	9	9	9	10	10	10	11	11	12	12	C	C	C
5.3	5	6	6	6	6	6	6	6	6	7	7	7	7	7	7	8	8	8	8	9	9	9	9	10	10	10	11	11	12	12	C	C	C
5.0	6	6	6	6	6	6	6	6	7	7	7	7	7	7	7	8	8	8	9	9	9	9	10	10	10	11	11	12	12	C	C	C	C
4.8	6	6	6	6	6	6	7	7	7	7	7	7	7	7	8	8	8	9	9	9	9	9	10	10	11	11	11	12	12	C	C	C	C
4.5	X	6	6	6	6	7	7	7	7	7	7	7	7	8	8	8	8	9	9	9	9	10	10	10	11	11	12	12	12	C	C	C	C
4.3	X	X	6	6	7	7	7	7	7	7	7	7	8	8	8	8	9	9	9	9	10	10	10	11	11	11	12	12	C	C	C	C	C
4.2	X	X	X	X	7	7	7	7	7	7	7	8	8	8	8	9	9	9	9	9	10	10	10	11	11	12	12	12	C	C	C	C	C
4.0	X	X	X	X	X	7	7	7	7	7	8	8	8	8	9	9	9	9	9	10	10	10	11	11	11	12	12	C	C	C	C	C	C
3.8	X	X	X	X	X	X	7	7	7	8	8	8	8	9	9	9	9	9	9	10	10	10	11	11	12	12	12	C	C	C	C	C	C
3.7	X	X	X	X	X	X	7	7	8	8	8	8	9	9	9	9	9	9	10	10	10	11	11	12	12	12	12	C	C	C	C	C	C
3.6	X	X	X	X	X	X	X	8	8	8	8	8	9	9	9	9	9	9	10	10	10	11	11	12	12	12	C	C	C	C	C	C	C

↑ Approximate Grade Level

X = no grade level available   C = College Level

Guidelines for Creating Activity Boxes

A. Activity Boxes That Teach:

1. Skill: ______________________ Grade Level: _____

2. List skills you expect the child to have in order to use the materials. (Child's Entry Behavior)

3. List specific behaviors expected on completion of activities. (The child will be able to .... etc.)

4. List vocabulary that will have to be taught in order to develop main skill or concept.

5. List clues that will have to be taught in order to develop main skill or concept.

6. List subskills that will have to be taught in order to develop main skill or concept.

7. List specific clues or patterns for performance that the child will have internalized by the time he finishes the activities (and which he will be able to verbalize).

8. Decide the sequence of instruction.

9. Decide the type and extent of teacher input needed for # 3-7 "teacher talk" cards, tapes, etc.

10. Decide the provisions that will be made to insure that vocabulary "clues", subskills, etc. were learned.

11. How will the child be helped to establish a relationship between the subskills taught and the main skill taught?

Activity Boxes That Teach: (continued)

12. Decide what provisions will be made to allow the child to produce or use the skill(s) taught.

13. What provisions will be made to insure that the child could use (or transfer) this skill in a "real reading" situation?

14. What provisions will be made, if any, for differentiating instruction within the Activity Box?

15. What provisions will be made (a) for the teacher to know what the child has learned? and (b) for the child to know that the child has learned.

16. How will you make your materials self-directing and self-correcting?

17. List a variety of activities that will be used.

18. Design "teacher-talk" cards to introduce the purpose of the Activity Box, and design "teacher-talk" cards to give instructions for the use of the box.

B. Activity Boxes That Give Practice in a Particular Skill:

1. Follow Guidelines #2, 3, 12, 13, 14, 15, 16, 17, and 18 listed above. In addition, decide the means that will indicate to the teacher and to the child the child's need to practice on this skill.

2. Decide how the teacher and child will know how many of the activities the child will need to complete in order to have learned the skill.

3. Are there provisions so that a child can re-enter the box should he have the need to drill on the same skill at a later date?

Ways To Use Reading

The following suggestions are provided to help teachers to plan a year's "Use of Reading Program"

MATERIAL REMOVED DUE TO COPYRIGHT RESTRICTIONS

catalogues, television, radio, motion pictures, national events)

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1. Durrell, Donald, Improving Reading Instruction, World Book Co., 1956, pp. 328-330.

Criteria For Determining Reading Levels

Level	Word Recognition	Comprehension
Independent - Child has almost no difficulty in pronouncing or understanding; needs no help. This book can be read at home. It is too easy for the child to be used for instructional purposes. Related behavioral characteristics: Rhythmical, expressive oral reading. No evidence of anxiety during performance of reading.	95-100% of words pronounced correctly. (Not more than one error in 100 running words.)	80-90% of all questions answered correctly. Should have comp. ability required for full understanding of the material.
Instructional - Child has enough difficulty to require instruction. This is the level at which he should be able to profit from minimal clues offered by teacher to overcome any difficulties he may encounter. Related behavioral characteristics: Rhythmical, expressive oral reading. No evidence of anxiety during performance of reading.	90-95% of words pronounced correctly.	60-80% of all questions answered correctly.
Frustration - Child demonstrates various behaviors which impede reading success. He is completely unable to handle reading materials. Related behavioral characterists: May show one or more of the following: Arithmetical or word-by-word oral reading, sub-vocalization, lip and head movement, finger pointing, inaccurate usage of punctuation, lack of expression in oral reading, frequent request for for examiner's help, non-interest in the selection, yawning and fatigue, refusal to continue.	85-95% of words pronounced correctly.	Less than 60% of all questions answered correctly.

Adapted from "Informal Reading Inventories" by M. S. Johnson and R. A. Kress, IRA Service Bulletin, IRA, Delaware, 1965, pp. 5-11

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